**Instructional Planning Approach**

**August 11, 2015**
Learning Community Principal Meeting

### Allotted Time for Training:
1 hour

### Materials Needed:
- 1 Printed copy of Facilitator Guide
- Printed copies of presentation, 3-slide to a page note style
- Printed copies of Instructional Planning Approach handout
- Printed copies of Instructional Cycle Calendar
- Printed copies of Assessment Guidance Document
- Several copies of QR Code slide, to put on tables, so that questions and comments can be captured via Today's Meet
- Delete QR Code slide that does not apply to your LC
- Computer & Projector
- Highlighters

### Do:
Display the slide that is SPECIFIC to YOUR LC.

Ask principals to open the “Today’s Meeting” site on their iPad, iPhone, or laptop – using the information on the screen.

### Say:
Throughout the presentation, please record your questions and comments on the site provided. The IPA Steering Committee will compile all of the questions from each Learning Community meeting to share back out with answers.

### Do:
Review meeting objectives

### Say:
The Instructional Planning Approach, or IPA as it is often referred to, is nothing new, as you will see shortly.

The purpose of this training is to provide you with context around the Instructional Planning Approach focus for our district. Essentially, the Instructional Planning Approach will equip all staff with the skills needed in order to pull high yielding instructional levers to improve student learning outcomes.

It is our expectation, as this is a district wide focus, that all of our schools adopt and adhere to these best practices in order to increase the level of rigor in teaching and ultimately increase student achievement outcomes for every child, every day.

By the end of this Instructional Planning Approach 101 Training, you will .... (review objectives)

CLICK TO NEXT SLIDE
Do: If you choose, let principals share out reaction or overall ratings (never, sometimes, most of the time, always)
CLICK for each to appear.

Say: As I read each statement, think about the Instructional Planning PLCs in your building and how often these practices are occurring across all grade levels and all content areas. Jot down never, sometimes, most of the time, always after each statement.

Across the district, we can’t say ‘always’ to all of these characteristics of high functioning PLCs. We know that these characteristics are essential to planning instruction that solicits growth in all of our students. For this reason, we have to refocus on the work of our Instructional Planning PLCs. CLICK TO NEXT SLIDE

Say:
Our district has adopted the PELP Coherence Framework to help strengthen continuous improvement efforts. We recognize and value the importance of the interdependence of our culture, systems and structures, resources, stakeholder relationships, and environment in improvement strategies.

As a result, we believe in CMS that every initiative or district-wide improvement effort should be seen through the PELP framework.

At the center of the framework is the INSTRUCTIONAL CORE. The core includes three interdependent components:
1) teachers’ knowledge and skill,
2) students’ engagement in their own learning, and
3) academically challenging content.

The Instructional Planning Approach work that our district will adopt and systemically implement contains deliberate practices to strengthen the instructional core with the objective of raising student performance district-wide.

CLICK TO NEXT SLIDE

Say:
Here is the “why” we have to refocus on the work that’s happening in instructional planning and why literacy is our North Star.

Do:
Pause here to allow all participants to review the data slides.

Say:
As you can see from our preliminary data, our literacy data is flat in grades 3-8 and declining in English II. In addition, our current performance is significantly lower than our Strategic Plan 2018 milestones, which continue to increase each year. We know that we need to do something differently in order to make significant gains.

As stated during our Summer Leadership conference, we have:
- Inconsistent planning and teaching practices within schools
- A large number of new principals and teachers
- Transient teacher and leadership populations across district
- Limited sharing of best practices by principals and teachers

CLICK TO NEXT SLIDE
Say:
We’ve identified two interconnected problems through analyzing results of assessment data, reviewing teacher assignments, looking at student work, & conducting walkthroughs.

We have been challenged to determine what we’re going to do differently to strengthen our instructional core, thus improving student outcomes.

Included in this is improving the knowledge base and skills of our teachers to actively engage students in rigorous and meaningful work.

A focus on the core is in consistent alignment with the PELP Coherence Framework.

Principle #1: Increases in student learning only occur as a consequence of improvements in the level of content, teachers’ knowledge & skill, and student engagement.

CLICK TO NEXT SLIDE

Do:
Ask for a volunteer to read the following assumptions.

Emphasize the core belief that effective planning is a key to improving literacy instruction and thus the key to doing better for our students.

CLICK TO NEXT SLIDE

Do:
Discuss how IPA is in alignment with CMS’ Employee Core Values.

CLICK TO NEXT SLIDE

Say:
CMS has implemented may different practices over the past 10+ years, all aimed at improving student learning outcomes. We have a solid foundation from which to build upon.

Many of us have lived through the eras of mini-assessments, quarterlies, Data Wise, and Thinkgate as tools to support us in the planning process.

We know that tools will change and we know that programs come and go. We also know that tools and programs are not what’s going to improve student learning outcomes.

CLICK TO NEXT SLIDE
Say:
What has been happening?

We have had disparate attempts to address the instructional core without having a coherent plan and clearly defined strategy.

Basically, in many attempts, we have put the cart before the horse.

This has lead to frustration, confusion, the common argument of “too many initiatives.” These disjointed parts don’t feel good.

As a consequence, we have not seen significant improvement in student achievement.

CLICK TO NEXT SLIDE

Say:
Before we know where we are going, we have to acknowledge where we have been. Instructional Planning PLCs are nothing ‘new’ that we are ‘doing’ this year.

CLICK TO NEXT SLIDE

Say:
A Theory of Change defines all building blocks required to bring about a given long-term goal.

Our Theory of Change simply states that:

- Strengthening the competencies of our teachers (teacher)
- Raising the rigor of our content, and (content)
- Actively engaging students in learning rigorous content (students)
- Will produce students that are:
  - Literate on or above grade level (focus on literacy)
  - College and Career Ready Graduates (relevant diploma)

By addressing teachers, content, and students, through an unwavering focus on literacy and a relevant and meaningful diploma, we will see:

- daily opportunities for students to actively engage in rigorous tasks targeted towards their individual learning needs and increased results on interim and summative measures for our students.
Our Strategic Response

- **Response:**
  - Effective, Consistent, Targeted Literacy Instruction
- **Focus:**
  - North Star of Literacy
  - Meaningful Diploma
- **Systems:**
  - Instructional Planning Approach
  - Instructional Leadership Teams

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Say:
What is our strategic response to the data? We all know that we need effective, consistent, and targeted literacy instruction. In order to ensure this is happening in all of our schools we need a sustaining focus on our North Star and a meaningful high school diploma.

A consistent focus on the Instructional Planning Approach with the ongoing professional learning and support through the ILT framework will better position our district for increased student outcomes.

CLICK TO NEXT SLIDE

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Say:
As Frank Barnes said at the Summer Leadership Conference, “We’re going to have to teach our way out of this.”

The only way we can ‘teach our way out of this’ is to make sure our teachers are equipped to engage in true collaboration where we use data to inform instructional decision making and in which we utilize the strength in our building and our district to meet the needs of all of our students.

CLICK TO NEXT SLIDE

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Say:
We acknowledge that as a district, it sometimes may feel to principals and teachers that we are ‘rolling-out’ new initiatives.

However, the Instructional Planning Approach is not something new or something that we are going to ‘do’ this year.

It is an approach that embeds all of the tenets and best practices that align to MTSS and DDI.

Our ILT meetings will function within this framework.

CLICK TO NEXT SLIDE

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Say:
A steering committee comprised of district leaders, department heads, and teachers in conjunction with the teaching and learning framework, created the following CMS definition of our Ideal State. Take a minute to read the definition to yourself.

Do:
Have principals share out what resonated with them about the definition (shares expertise, collaboratively, listen for social and emotional, based on current formal and informal data).

CLICK TO NEXT SLIDE
Do: Display IPA graphic and have principals reference the handout or Google doc graphic and highlight/make note of things they are Already doing? Not familiar with? Excited about?

Say: Now that we understand the context and the reason behind bringing a light back to instructional planning, take a minute to review the graphic and highlight/make note of anything you are Already doing? Not familiar with? Excited about?

Do: Share out what principals made note of.

Say: Many of you recognize that the language and tenets of the document mirror that of the DuFours, DDI, MTSS, and our teaching and learning framework (nothing new). It is important that we all see the connection between the work of DDI and the MTSS model and how it is connected to our Instructional Planning Approach and not something separate that we “do”.

The four components of the IPA are: Building a Collaborative Culture, What is that students must be able to know, understand, and do? How will we know when students learned it? And How will we respond? These are also present in the DDI model.

We also see that the questions are in a cyclical graphic that demonstrates the fluidity with which these things must happen.

You will also notice that we have terms such as ‘assessment, analysis, action planning, assessment calendar,’ etc. that are also language from Driven by Data.

We discuss the social emotional needs of students, student goal setting, and tiered interventions which aligns with our with the MTSS model and responding to the whole child.

It’s important to note that we are not “doing” DDI. We are also not “doing” MTSS. We are doing is focusing on IPA because ‘this is how we do business!'

CLICK TO NEXT SLIDE

Say: The first component of the IPA is around building a collaborative culture. Many schools identified this as a focus area during the summer leadership conference because we know how important it is to have a safe, inclusive, and collaborative culture if we truly want teachers and teams of teachers to share data to improve their practice or that of their peers. The committee spoke to the importance of the building leader/administrative teams as models (ILT work) and PLC leaders and teachers being equipped with PD and the tools to lead PDs. As Principals/leadership we need to be present in the planning so that we are aware and can be a support for the action planning and so that our observation and feedback has context.

CLICK TO NEXT SLIDE
Say:
The second half of the graphic demonstrates how we ensure a focus on learning and establish a results orientation. This is where we see those three questions that are familiar to all of us and the idea of a assessment, analysis, and action. We are going to explore each of these questions in the next slides.

CLICK TO NEXT SLIDE

Say:
What is it that students must be able to know, understand, and do? The overarching theme of this box is that we begin with the end in mind. Before teachers are talking about how they are going to teach, we need to ensure they are equipped to determine WHAT students need to know, understand, and do. Teachers need to know what the curriculum is and what tools we have to support this part of the cycle. Teachers need an assessment calendar and the common interim assessment and a determination of the common weekly check for understanding in hand so they have a shared understanding of how we will measure mastery. Once teams have done this, they can engage in conversations about HOW to teach.

CLICK TO NEXT SLIDE

Say:
Teaching and Learning, with support from teachers across the district have created exciting resources to support unpacking the content standards and that will be a great tool in Instructional Planning.

Each level has access to scope and sequence documents and we want to make sure that ALL teachers, facilitators, principals, etc. knows where these can be located and how they support beginning with the end in mind.

- Elementary: literacy wiki
- Middle: intranet under humanities department
- High- live binder through CMSLearns

CLICK TO NEXT SLIDE

Say:
The Office of Accountability has created Instructional Cycle Common Interim Assessment calendars, that align with the 6-week instructional cycles within the scope and sequence documents.

Do:
Review Assessment Calendars

CLICK TO NEXT SLIDE
The Teaching and Learning department is working to produce Common Interim Assessments for your use. There are two platforms that will be available – SchoolNet and Compass Learning. More information will be forthcoming regarding these assessments.

As stated during the CMS Summer leadership conference, it is a requirement for all schools to administer Common Interim Assessments every 6-8 weeks. These district provided assessments are available for you to use, or if you prefer, you can develop your own common interim assessments, as long as they are aligned to the scope and sequence documents and at the appropriate rigor levels.

DO:
Read the reflective questions aloud. Have principals turn and talk about the questions related to what it is that students need to know, understand, and do.

Say:
Think about the work happening in your building and reflect with a partner on the consistency with which any/all of these items are happening.

Say:
Does anyone want to share what they said or what their partner said for the good of the group?

Say:
I would like to highlight this last bullet. This is a small thing that has a big impact. When our teachers model for each other and engage in the work we are asking our students to do, we ensure that our teachers have practiced instructional delivery on each other before they try with their students and it ensures a shared understanding of expected outcomes for students. It allows for teachers to anticipate potential misunderstandings and plan for extensions.

Say:
How will we know when students have learned it? This portion of the cycle is truly about ensuring that we equip our teachers with the tools necessary to be able to effectively analyze data and student work at the class, teacher, and student level. The common interim assessments refer to the assessments that we give at the end on an instructional cycle. The common tasks, rubrics, and exemplars are examples of tools we use to check for understanding on a daily/weekly basis that need to come to the planning sessions. This component requires teams have protocols to look at student work and truly get to the root cause of “why” students did not master the task/question before they can determine the appropriate response.
DO:
Review document

Say:
Defining interim assessment is complicated by the fact that we use a variety of terms for these forms of assessment—such as benchmark assessment or predictive assessment—and the terms may or may not be used synonymously. So, which term is the appropriate term to use?

**Formative assessments** are used to collect detailed information that educators can use to improve instructional techniques and student learning while it’s happening. These assessments are *given daily and weekly*. (Exit tickets, Classroom work samples, Rubrics, Seminar discussions, On-the-spot performance, Quiz, Journals, Whiteboard responses, etc.)

**Interim assessments** are used to collect detailed information, typically by standard or skill, so that educators can adapt instructional approaches to meet student learning needs. These assessments are *given at the end of an instructional cycle, every 6-8 weeks*. (MAP, DE, etc)

**Summative assessments** are used to evaluate learning progress and achievement *at the conclusion* of a specific instructional period—usually at the end of a project, unit, course, semester, program, or school year. (EOG, EOC, etc)

CLICK TO NEXT SLIDE

Say:
When we talk about “How will we know when students have learned it” we truly need to focus on the daily/weekly student work of common tasks, exit tickets, rubrics, etc. to determine our progress toward mastery prior to the interim assessment. Our checks for understanding should be aligned with the standards and interim and these serve as our opportunity to scaffold and respond prior to the interim assessment.

CLICK TO NEXT SLIDE

Say:
As a reminder, Schoolnet is a tool that is available to ALL schools that can support the development of checks for understanding.

It has items banks and the option for open ended questions.

It also has the ability to scan your assessments and generate data reports – instantly—in order to provide you with timely feedback and information on student performance.

Training is available on this platform if you have teams of teachers interested in utilizing this tool to support instruction and assessment.

CLICK TO NEXT SLIDE
Say:
Common Core Data Trackers are also available for you – for every subject and for every grade!

These were built to assist you with monitoring student progress on standards.

To access these trackers, visit the Data Use for School Improvement site under the Office of Accountability Intranet page.

CLICK TO NEXT SLIDE

DO:
Read the reflective questions aloud. Have principals turn and talk about the questions related to how will you know when students have learned it?

Say:
Think about the work happening in your building and reflect with a partner on the consistency with which any/all of these items are happening.

Say:
Does anyone want to share what they said or what their partner said for the good of the group?

CLICK TO NEXT SLIDE

Say:
How will we respond?

DO:
Read checkmarks

Say:
We know that once we are sure we have an aligned task and a process for analyzing the work, the really hard work and the most powerful work happens when we respond appropriately and effectively to the data.

CLICK TO NEXT SLIDE

Say:
How will we respond speaks to all the work we have been doing through the MTSS model.

We know as a district, we are working on building capacity in our teachers and instructional leaders so that we are able to accurately identify and implement tiered interventions.

We also know that collaborating on the how we respond allows for us to look at the whole child and engage in new lesson planning to re-teach and re-assess.

CLICK TO NEXT SLIDE
DO:
Read the reflective questions aloud. Have principals turn and talk about the questions related to how will respond.

Say:
Think about the work happening in your building and reflect with a partner on the consistency with which any/all of these items are happening.

Say:
Does anyone want to share what they said or what their partner said for the good of the group?
CLICK TO NEXT SLIDE

Say:
In order to provide differentiated levels of support and continuous learning opportunities for schools, after initial IPA training takes place, schools will be asked to participate in an IPA Self-Assessment.

The self-assessment questions align to the 4 sections of the IPA model and the results will be used to further tailor support for principals and ILTs.

More information regarding this process will be coming soon.
CLICK TO NEXT SLIDE

Say:
There is work being done to support schools with the four components of the Instructional Planning Approach.

Teams of Executive Directors, Curriculum Coordinators, principals, MTSS coaches, and specialists in different departments in CMS are working to create these professional learning supports so that you and your staff are positioned to be successful with IPA.

Do: Read slide
CLICK TO NEXT SLIDE

Say:
This is just to give you a visual of two of the professional learning opportunities that are being developed. Each opportunity will allow for a deeper dive into each of the sections of the IPA and provide teacher leaders and instructional leaders with practices to support the work in their schools.
Focus, alignment, and congruency across the entire district is key to the success of IPA.

The IPA is the foundation for all work going forward. It feeds into the ILT structure. The ILT structure will provide the necessary training around high yield instructional strategies to improve student outcomes with literacy across the content areas. By connecting the two, you will be able to apply those strategies learned during the morning ILT sessions to the IPA in the afternoon. This work will then feed into all grade level and content area instructional planning PLCs.

The PELP Framework’s Instructional Core illustrates the importance of IPAs and ILTs. Strengthening the skills of our teachers (teachers) by equipping them with high yield instructional strategies (content) to improve student outcomes (students) is the only way for systemic change to take place.

In the beginning of this presentation we stated that one of our core beliefs is that effective planning is a key to improving literacy instruction and thus the key to doing better for our students.

We also read our ‘ideal state’ as it relates to an instructional planning PLC. This ideal state referenced a group of educators that meets regularly, shares expertise and values, works collaboratively to improve teaching skills and plans instruction for the appropriate levels of intellectual, physical, social and emotional development of students. It said the instructional group continually questions, re-evaluates, refines, and improves teaching strategies and knowledge based on current formal and informal data and/or assessments.

The work we will do with ILTs and the ability to bring our teacher leaders and instructional leaders to the table with you, our principals, will ensure that we are living and breathing our core belief.

**Immediate Next Steps**

Say:
This slide illustrates some of the immediate next steps for you, as principals.

| Principal to provide training for ILTs on the Instruction Planning Approach (utilize this training deck) | August 11 – September 14 |
| Principal to receive training on Building a Collaborative Culture portion of the Instructional Planning Approach, prior to the start of the ILT meetings | Date TBD by Learning Community |
| IPA Professional Learning/Differentiated • Required for all ILTs and school staff • Support differentiated based on results from IPA Self-Assessment, to be administered at a later date | Ongoing |