

SESSION 3: ACTION PLANNING FOR YOUR ROLE

TALKING POINTS

1. Clarify what action planning is using templates, examples
2. Key role of establishing goals versus setting tasks to do
3. What obstacles are you encountering?

CURRICULUM LEADERSHIP TOOL BOX



DEVELOPING THE CURRICULUM

How do I best lead the development of the curriculum in my team?

CAN I:	Yes	Not yet
1. Lead the process of writing or confirming what learning outcomes will form the curriculum in my department/grade level?		
2. Provide guidance and advice on how to write each part of a unit plan or scheme of work?		
3. Lead and advise on the process of aligning assessments with curricular intended learnings?		

IMPLEMENTING CURRICULUM

How do I best lead the process of implementing the curriculum?

CAN I:	Yes	Not Yet
1. Lead the process of helping team members establish a shared understanding of what 'meeting standards' looks like?		
2. Provide team members guidance on differentiating instruction so all can achieve the intended learning outcomes?		
3. Lead the process of defining and monitoring essential instructional strategies for our department or grade level?		
4. Lead the process of creating common assessments across our department or grade level?		
5. Ensure the team always has access to the latest research on teaching and learning in our subject/grade level?		
6. Model teaching strategies relevant to the curricular areas our team is responsible for?		

MONITORING THE CURRICULUM

How do I best lead the process of ensuring that students are achieving curricular standards?

Can I:	Yes	Not yet
1. Lead the process of adopting and using protocols for regularly looking at student work within our department/grade level?		
2. Lead and advise on the process of analyzing learning results, including classroom and common assessments and making decisions about what to do with the data, including how to modify the curriculum?		
3. Provide meaningful feedback to team members on specific teaching and assessment strategies?		

CORE COLLABORATIVE SESSIONS

Reorganize your 'meeting' time around these core team activities

1. Developing /Improving Unit Plan or other curriculum plans
2. Writing/Improving Assessments
3. Modeling Instructional Practice
4. Examining Student Work and Results
5. Individual student learning issues (for teams who teach the same students)

COLLABORATIVE SESSION AGENDA

**TEAM COLLABORATION WED 6 NOVEMBER
3-4:30 pm**

TO: Science department
DATE: 1 November

Below is the agenda for our upcoming team meeting, along with some information about a few items. See you there! Ana (team leader)

Agenda

Preparation: Please view the 15 minute video and related notes on this website. www.intime.org	
Acknowledgement and Recognition (10 minutes) Time to acknowledge someone who has helped you in your job	Group
Model Learning Activity/Discussion (30 minutes) Leonor will simulate a learning activity which involves group work, hypothesizing and student self-assessment.	Leonor
Analysis of Common assessment data (40 minutes) Please review the data before coming to the meeting. We will be analyzing the data using our common template.	Bill
Information (Questions only)(all info attached) <ul style="list-style-type: none"> • Upcoming events • Final plan for student led conferences 	Ana

SAMPLE 1: STARTING WITH A 'PROBLEM'

<p>1. State the issue (TIP: Always attempt to define the issue/problem in terms of student learning.)</p>
<p>2. What data validates the problem?</p>
<p>3. What is our 'preferred future' with regard to this problem? (state specifically what it will look like when this is no longer a problem)</p>
<p>4. What will be our indicators of progress?</p>
<p>5. What strategies will we use on what timeline?</p>
<p>6. What response/resistance do we anticipate and what would be our response?</p>
<p>7. What particular type of leadership (as a team) will this require?</p>
<p>8. What are our immediate next steps?</p>

SAMPLE 2: STARTING WITH A GOAL

GOAL: Implement Literacy Program with goal 90% of kids meeting reading and writing standards

Action Step	People	Date	Resources	Evidence of Success
1) Have a meeting with admin. Team to introduce and discuss ideas around implementation	assistant principal literacy coach (me)	Beginning of the year	*Implementation plan -action -purpose -benefits -organization -protocol "Interesting Moment Protocol"	Notes on ideas, proposals and decisions taken so far.
2) Work on Implementation 'buy-in' for the team (purpose- benefits- needs- research)		Beginning of year	Implementation Plan	Buy- In plan to introduce to my team.
3) Meeting with second grade team to introduce plan on "Implementing Classroom Observations"	2nd grade team (principal)	Late September	Implementation Buy-in plan. Template to record team's ideas	-Decision in implementing classroom observations. -template of teams reactions
4) On- going email for a week adding ideas and thoughts on implementation	2nd grade team	Late September	- Email with template of notes on ideas, thoughts, etc. (input)	Template with teachers input (Pros and Cons)
5) Chart with pros and cons to present to the team and reflect on them to decide to implement observations	2 nd grade team	Early October	- Pros and Cons chart	- Weighting the negatives and positive sides of the implantation. -Decide on implementation -Decide on Classroom to observe first.
6) Work on organization – logistics to implement classroom observations		Early October	-Teachers to cover classrooms - Work on protocol	- A protocol to use when observing and discussing. - Organize observations notes to present to team.
7) Team Meeting to present and role play protocol and logistics	2 nd Grade Team	2 nd week of October	-Protocol on screen and copies. - Template to record - Organized agenda for observations	- Teachers participating in protocol and role play. - Template chosen - Agreeing in agenda for observations.
8) Have classroom observations (Lit. Tasks)	- new teacher - Students	3 rd week of October	-Follow protocol - Students -Lit. Tasks -Note taking template	Following the protocol and the observations written on template.
9) Feedback and reflection meeting	- new teacher - teacher from observation site	3 rd week of October	Reflection and feedback sheets	Honest and useful feedback and reflection - positive discussion - changes suggested
10) Present to the team how the observation went, feedback, reflection and suggested	- 2 nd grade team	4 th week of October	Reflection and feedback sheets	- Discussion
11) Continue with classroom observations and meeting afterwards to reflect.	- Teachers observing	Early Nov.	Reflection and feedback sheets	-Discussion

Name of Team: 4th Grade Team consisting of 4 classroom teachers + 1 assistant

Task: How can we develop a comprehensive plan for flexible, ability grouped math classes across the fourth grade that will enhance student learning for all?

Action Step	People	Date	Communication	Evidence of Success	Time frame?
Explain our original idea to the new teacher on our team and refresh all our memories about what we had talked about the previous year. I would distribute minutes from last year’s meetings for review.	Carla, Megan, Laurel, Lara, Kim	July 30 th	During Team Meeting	Everyone has had a chance to add to these ideas and everyone confirms that they understand the change that we’re talking about.	10 minutes
Introduce a protocol for our discussion today and post the agenda. Protocol = Take 2 (I named this). For each question, individuals will have two minutes to record their own ideas before having a round robin sharing. This will encourage “think time” as well as sharing	Carla, Megan, Laurel, Lara, Kim	“	“	Everyone acknowledges that they understand the protocol.	5
Clarify desired outcomes of this math implementation: use protocol to present ideas to everyone. Attention will be paid to which outcomes we all have in common and we will prioritize our ideas and agree upon two to four to publish. “With this new model will help students by...”	Carla, Megan, Laurel, Lara, Kim	“	“	By the end of this step, we should have 2 – 4 (or more) specific, desired outcomes that we all agree upon posted on chart paper.	10
Identify our indicators of success . How will we know that we have set out to do? Use same protocol as before “We will know we have been successful when...”	Carla, Megan, Laurel, Lara, Kim			By the end of this step we have up to 5 <u>measurable</u> indicators of success that we all agree upon.	10
Which tasks will we need to complete before we implement this program? Use same protocol i.e.: make up the pre-assessments, agree upon who will teach what, etc.	Carla, Megan, Laurel, Lara, Kim			Finish with a list of these, everyone has exhausted their ideas and we have discussed and agreed upon all.	10
What resources or structures do we need to accomplish this plan? Same protocol. i.e.: collaboration time, materials, parent letters	Carla, Megan, Laurel, Lara, Kim			Same as above.	5
What understandings/skills/strategies do we need? Same protocol. i.e.: common language, strategies to prevent labeling, etc.	Carla, Megan, Laurel, Lara, Kim			Same as above	5
What are potential roadblocks to this idea and how can we be proactive about them? Use of a T-Chart to list potential roadblocks with possible solutions.	Carla, Megan, Laurel, Lara, Kim			Same as above, exhaust all ideas and possible solutions	15
Reflect upon this process. How did this process help us in our task? How could we improve upon it for next time?	Carla, Megan, Laurel, Lara, Kim			Round robin sharing	5

Set another meeting time of at least 1 hour for the actual planning (timing, who will do what, etc). We will start the first unit as per usual, then, if everyone agrees, try this new system starting with the second unit (approximately the 3 rd week of school).	Carla, Megan, Laurel, Lara, Kim			Everyone agrees on the meeting time, date and location. I will send out a reminder.	2
Second Meeting					
Go over norms, review notes from last meeting, read agenda. Process: Have each member review 1 thing for the group.	Carla, Megan, Laurel, Lara, Kim	One week later	Team meeting specifically for this purpose	Everyone feels comfortable with what happened and what our plans are for this meeting.	5
Develop a plan and timeline. Use the task, resources, understandings and information that were developed. Team members will sign up for tasks and plan a timeline. Google Doc calendar will be used to map out the unit.	Carla, Megan, Laurel, Lara, Kim			We will have the quarter outlined on a shared document and will have decided upon when and how often we will debrief.	50
Reflect upon this process. How did this process help us in our task? What are some aspects that lacked from this process or how could it have been better?	Carla, Megan, Laurel, Lara, Kim			Discussion	2
I will type up our decisions/plans and send out to the team asking for more feedback to ensure everyone is comfortable.	Kim - team	By the next day	Email	When I have sent the draft to everyone and received feedback.	
Send final product to principal	Kim + Paige and Scott	The following day	Email	Send it to them and get feedback	
Check in weekly to debrief (this would have been mentioned in our plans and timelines)	Carla, Megan, Laurel, Lara, Kim	Weekly	At regularly scheduled team meetings	Fulfill our schedule of debriefing times.	

SAMPLE ACTION PLAN DRAWN FROM DATA

DATA REVEALED: Fewer than 60% of our elementary students are achieving grade level reading standards

GOAL90% of Elementary school students will reach or exceed the grade level reading standard.

STRATEGIES	EVIDENCE
<ul style="list-style-type: none"> • Use K – 5 set of running record assessments to determine instructional level. • Conduct regular guided reading groups according to instructional level. (K-5) • Provide menu of staff development options to support the implementation of effective practices. • Monitor progress using the K – 3 Reading Continuum and grade level running. • Develop a data base to track running record growth over time. • Design a balanced literacy plan and teaching schedule by grade level. • Develop a protocol and schedule for sharing and analyzing student work. • Identify and implement strategies to assist below grade level readers. • Design a plan for ES/MS articulation focused on the reliability of assessment and reporting. • Develop/refine a set of reading assessment tools to inform instruction and measure performance according to the grade level standards. • Clarify a coherent set of grade level standards. 	<ul style="list-style-type: none"> • 90% of elementary students will reach or exceed grade level on running record assessments. * • 90% of elementary students (grades 3-5) will reach or exceed the 50th NCE on the Iowa Test of Basic skills (ITBS) – Total Reading Sub Test. • 90% of the elementary students (1-5) will reach or exceed the reading process skills and comprehension standards on the report card. * • 90% of all students including ESL and Resource students will demonstrate one year’s growth on running record assessments (Aug – June). • 90% of sixth grade students who were reported as being on grade level in reading at ECA during the 99/00 school year will reach or exceed standard on the MS 1st trimester report card. • A coherent set of reading standards and an assessment plan will be in place and used consistently. <p style="margin-top: 20px;"><i>* Students who attended () during the entire academic year excluding resource and ESL</i></p>

HIGH SCHOOL ACTION PLAN

DATA: Fewer than 50% of High School students are achieving the grade level standard in writing.

GOAL #1: 80% of students in the high school will reach or exceed grade-level writing standards

STRATEGIES	EVIDENCE
<ol style="list-style-type: none"> 1. All teachers assigning student writing will use the Write Traits rubric to evaluate writing. 2. A diagnostic writing assessment will be conducted in early September to determine areas of greatest strength and weakness. 3. Department Chairs (English, Social Studies, Science, M.L.) will ensure that this goal is a regular feature of departmental discussion/work. 4. All High School teachers will engage in several professional growth sessions on how to teach writing during TTT. 5. Writing products will be at least 50% contextual, with audience and purpose. 	<ol style="list-style-type: none"> 1. Common writing assessments for grades 9, 10 and 11, done in March, will show that 80% of those students are at, or above, grade-level standard. 2. ERB results will show 80% or more at or above grade level standards. 3. IB Extended Essay results will show 80% or more achieving a point or more. 4. At least 5 students will have wiring published in some source, local, national or international.

LEARNING GOAL PRACTICE PLANNER

DATA:

GOAL:

STRATEGIES	EVIDENCE

Evaluating progress on learning goals

1. Current learning goals
2. Targets and milestones
3. Action taken to achieve the goal ('What have I done so far?')
4. Evaluation of performance so far ('How well am I meeting my targets? How sensible were the targets? Do they need to be changed?')
5. Do they need to be changed?')
6. What feedback have I received from others?
7. How have I made use of this feedback?
8. Things I have learnt about myself, other people or the task so far.
9. Strong points about my attitude, approach and performance.
10. Things I could improve about my attitude, approach and performance.
11. How I have changed?
12. Next steps?
13. Other comments