Performance Standard 2: Instructional Planning

A Teacher’s Guide for Improvement
The Purpose of this Module is to...

- facilitate an overview of the key components for Performance Standard 2: Instructional Planning.
- build knowledge of the performance standard and apply the knowledge learned to instructional practice.
- learn strategies to assist in effective instructional planning.
- illustrate alignment of the rubric to the performance standard.
- identify next steps for effective instructional planning.
Essential Questions

How do I use strategies, resources, and student learning data to inform effective planning?

Why is instructional planning essential to student achievement?
Teaching begins before the teacher steps into the classroom. Prior to each lesson or unit, teachers plan the content of instruction, select teaching materials, design learning activities, decide on allocation of instructional time, and identify learning opportunities for students. Reflect on your current instructional planning practices for your class(es) and record your responses to the questions in the participant’s guide.

Self-Reflection

Reflect on your current instructional planning for your class(es):

- **How do you engage students in planning, learning, and assessing their learning?**
- **In what ways do you use student assessment data in your collaboration with colleagues to plan lessons/units?**
- **How do you plan for the different needs of your students?**
- **In what ways do you collaborate with colleagues to create intra- and inter-disciplinary connections?**
- **Name a few strategies that you regularly incorporate in your instructional planning to improve student achievement.**

Record your responses on page 2 of the participant’s guide.
Performance Standard 2: Instructional Planning

The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.

Key components of the standard:
• State and local school district curricula and standards
• Effective strategies, resources, and data
• Address the differentiated needs of all students
Teachers who plan effectively ask three questions:

1. What should be taught? Teachers use state and local school district curricula and standards. District pacing guides also provide additional support.

2. How should it be taught? Teachers use effective strategies and resources that include clear learning objectives, teaching/modeling/demonstrating, and guided practice.

3. How should learning be assessed? Effective teachers assess students frequently and in multiple ways and then use the assessment data to address the needs of all students.
The alignment of curriculum, learning activities, and assessments provide students opportunities to learn.

*This is integral to a quality instructional design.*

Opportunities to learn occur with the alignment of curriculum, learning activities, and assessments.
Let’s take a closer look at what should be taught.
Curricula & Standards

• Learning outcomes developed by professional organizations to plot the scope and sequence of subject topics
• Progressive and coherent set of learning standards
• Georgia Performance Standards website https://www.georgiastandards.org/
The state of Georgia CCGPS and GPS Standards and resources can be found at https://www.georgiastandards.org

Website includes:

- Georgia Performance Standards (GPS) for all content areas and CCGPS English Language Arts and Mathematics
- Content area frameworks
- Professional Learning Webinars for ELA, Mathematics, and Literacy CCGPS
- Video library demonstrating effective implementation of standards in classroom
- Teacher Tools for Integrating Technology
Many districts have taken the state standards and curricula framework and created pacing guides to provide teachers with additional support with instructional planning.

Effective pacing guides address feasibility of lessons that depends on student ability and variation, content goals, and mandated variation.

Teachers need to decide how to pace learning activities and how to allocate instructional time on a regular basis.

While students' needs may influence teachers to vary from pacing guides at times, it is still the teachers' responsibility to maximize instructional time in such as way that he/she still meets the state and district's expectation for the class.

If pacing guides are not provided by the district, teachers should create their own instructional calendar to ensure all standards are covered during the allotted time.
Because instructional time with students is fixed, pacing guides focus on the central ideas and provide links to exemplary curriculum material, lessons, and instructional strategies (David, 2008).

Although pacing guides are not a prescriptive pacing, teachers should follow the identified order of the guide to ensure consistency within a school and across the district. Following the identified order within a pacing guide eliminates learning gaps for transient students.

Curricula & Standards: Pacing Guides

- ARE intended to steer daily instructional decisions.
- ARE an instrument that teachers use to measure the amount of instructional time devoted to certain topics.
- ARE tools that allow teachers to see the curriculum in its entirety without overemphasizing one area of content.

- are NOT prescriptive pacing.
- should NOT restrict the proper ebb and flow of classroom learning.
- should NOT restrict the instructional pace regardless of student ability.
Curricula & Standards

Teachers must make a fundamental decision about whether the class as a whole can meet the standard(s) of a lesson.

• When do you decide to move on to the next standard?
• Do you wait until every single student in the class masters the new standard or skill?
• Can you move on if at least half the class attains the learning goal? How do you address the needs of the students who do not attain the learning goal?

Record your responses on page 4 of the Participant’s Guide.

(Anderson, Evertson, & Brophy, 1979)

Every teacher must make the decision on when to move on to the next standard, lesson, or unit. Record your answers to the following questions in the participant’s guide and as we discuss effective strategies and resources check to see if some of your strategies are mentioned or if there are new strategies that you can incorporate in your instructional planning.
Now that we have discussed what should be taught, let’s take a closer look at how it should be taught.

Performance Standard 2: Instructional Planning

*The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.*

How should it be taught?
An effective instructional plan includes both strategies and resources and guides a teacher to effectively teach the curricula and standards to meet the needs of all students.

To learn more about differentiated instructional methods, refer to the Performance Standard 4: Differentiated Instruction module.
How Should it be Taught?

**Effective Strategies**

- Sequence material to promote cognitive and developmental growth
- Incorporate a blend of whole-group, small-group, and individualized instruction
- Develop student-centered lessons rather than teacher-centered instruction
- Predict student misconceptions and identify where students will encounter difficulty with the curriculum
- Incorporate reading and writing into the content area

Listed are a few effective strategies teachers incorporate in their instructional planning to engage students in learning activities that lead to achieving and exceeding the standards.
Effective instructional planning must include opportunities for change. Teachers who use adaptive learning strategies know how to capitalize on successful strategies from past lessons and incorporate them into future lessons. Conversely, they know which strategies were unsuccessful and anticipate the need to find other strategies that will address the evolving skill levels of their students.

Because learners are influenced by prior experiences and knowledge, effective teachers need to be able to acknowledge the standard(s) met, pinpoint knowledge gaps, and then schedule and reschedule the learning process to adapt to the evolving skill level of students.

- If students grasp the concept more quickly than planned, do not remain on the concept/standard because the plan calls for it. In the same way if students are taking longer than anticipated, adjust the pace to accommodate the needs of the students.
- Incorporate additional practice and review in multiple ways such as: warm-ups, review question(s) incorporated into classroom learning activity, review question(s) on homework, review section on an assessment. Continuously providing additional practice and review reinforces the content/standard and shows connections between previous and current standards.
Resources can include available supplies, equipment, space, colleagues, textbooks and time and are used to support addressing the differentiated needs of all students. Let’s look at three types of resources.

• Textbooks can be fact-based rather than process-oriented. Students require strategies that build critical thinking, problem-solving, skill-building, and inquiry about real-world situations

• Colleagues are one of the greatest resources because each teacher brings his/her own knowledge, strategies, and resources. Share strategies that have been tested and proven effective. Collaborate on the development of real-world examples and intra- and inter-disciplinary lessons, providing connections between disciplines and standards.

• Professional learning is a great resource to increase your knowledge base on instructional planning as well as effective strategies that can be used to address the differentiated needs of all students. Please refer to the Performance Standard 3: Instructional Strategies module for additional effective strategies.
Effective teachers apply their own knowledge of research-based practices to plan strategies and techniques for delivering instruction.

- They not only plan what to teach, but more importantly, plan for whom they are going to teach.
- They explain the intended outcomes of each lesson and describe the behaviors or actions students should perform after participating in the learning activity.

Teachers need to plan student-centered lessons that take into account students’ strengths, weaknesses, and interest levels.
Performance Standard 2: Instructional Planning

The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.

How should learning be assessed?
Using assessment data permits the teacher to plan differentiated instruction based on student needs.

• Checks for understanding throughout the instruction
  • Direct observation – walking around the classroom to monitor and record student progress
  • Questioning – asking high level questions, providing students the opportunity to justify and support their answers
  • Thumbs up/Thumbs down
  • Ticket out the door

• Diagnostic Assessments
  • Pre-Assessment
  • Self-evaluation

• Formative Assessments
  • Questioning
  • Conferencing
  • Chapter/Unit Test

• Summative Assessments
  • Standardized Test
• Final Exam
• Performance Assessments such as projects and essays

For additional professional learning on Assessment Uses and Assessment Strategies please refer to the Georgia Formative Instructional Practice (FIP) Professional Learning on the GaDOE TLE Electronic Platform.
Assessment is today’s means of understanding how to modify tomorrow’s instruction.

Dr. Carol Ann Tomlinson

To learn more about differentiated instructional methods, refer to the Performance Standard 4: Differentiated Instruction module.
Using Data to Inform Instructional Planning

During English Language Arts, Mr. Adams is teaching his third grade class about key ideas and details. As the lesson comes to a close he asks his students to complete a ‘ticket out the door’ asking students to determine the moral of the story just read and key details that support their answer. After going through the answers Mr. Adams notices that 5 students got both answers correct while the rest of the class (25 students) missed one or both parts of the assignment.

What does the information from the ticket out the door reveal to Mr. Adams?

How would you use this data to inform planning for the next day’s lesson? Provide a strategy Mr. Adams can incorporate in his lesson for the next day.

Read the following scenario and let us know how Mr. Adams could use the data to inform instructional planning. Record your answers on page six of the participant’s guide.
Using Data to Inform Instructional Planning

Possible answers for Mr. Adams:

- The data reveals that the majority of students in the class have not mastered the standard of key ideas and details. Mr. Adams should plan to spend additional time on the standard.

- Mr. Adams can create stations for the class; (1) story, (2) moral, and (3) key details. Students can be grouped by the assessment data; missed moral, missed key details, missed both. Students can rotate the stations; (1) reading and discussing the story, (2) discussing the meaning of moral and the moral of the story, and (3) discussing the role or purpose of key details and finding the key details. The 5 students who met the standard can be grouped homogeneously to work on an extended project to deepen their understanding of the moral and key details of a story. In this circumstance Mr. Adams serves as a facilitator, allowing him to monitor the group to determine progress of meeting the standard while providing additional support to students.

If students begin at the moral or key details station first before reading the story, they can discuss the meaning of moral and key details. After a full rotation of the stations, Mr. Adams can provide a new story to repeat the learning activity.

Another possible answer for Mr. Adams:

- Mr. Adams could create a small group guided practice activity for the following day. The 5 students who got the assignment correct can lead each group. This allows the students who have met the standard the opportunity to deepen their understanding of the content. Mr. Adams can monitor the room to determine progress of meeting the standard. He can then pull students, who need additional support, out of their group to create a group where he provides remediation to those who need it the most.
Using Data to Inform Instructional Planning

Ms. Baker has been discussing anatomy for the last couple of weeks in her Biology class. Last week students had great discussion around the dissection of a frog during lab. Students submitted clear and concise laboratory reports that reflected understanding of the standard, but, when students took the unit test the next day, many of them performed poorly. Ms. Baker is confused as to what happened between completing the lab and taking the assessment.

What does the information from the test reveal to Ms. Baker?

How would you use this data to inform planning? Provide a strategy Ms. Baker can incorporate in her next lesson.

Read the next scenario and let us know how Ms. Baker could use the data to inform instructional planning. Record your answers on page seven of the participant’s guide.
Using Data to Inform Instructional Planning

Possible answer for Ms. Baker:

• The data needs to be analyzed more closely. Ms. Baker only knows students did not do well on the test but a closer analysis is needed to determine exactly what standards students are not meeting. Ms. Baker should record how many students missed each item to determine the trends of the assessment. She can then go back to the questions missed to determine if they were not written clearly or if students do not have a full understanding of the standard(s). Ms. Baker can then make the necessary adjustments to clarify the information and/or provide remediation for the standards not met.
Using Data to Inform Instructional Planning

Mr. Calm attends weekly collaborative planning meetings with his fellow sixth grade math teachers. This week they created a quiz for their students to determine the greatest common factor of two whole numbers. Once the students had taken the quiz, Mr. Calm found that one-third of his students mastered the skill, one-third of the students had a partial understanding of the skill, and one-third of his class did not understand the skill. He took his data to the next collaborative meeting and learned one of the other teacher’s classes performed very well on the assessment.

What type of discussions should the teachers have with regard to the student data?

How would you use this data to inform planning?

Read the last scenario and let us know how Mr. Calm could use the data to inform instructional planning. Record your answers on page eight of the participant’s guide.
Using Data to Inform Instructional Planning

Possible answers for Mr. Calm:

- Teachers should discuss the learning activities used to teach the skill. If the same activities were used, discuss how each teacher implemented the activities and the success/challenges that were encountered while implementing the activities.

- Further analysis of the data needs to be discussed. Where are students finding difficulty; is it with larger numbers, even or odd numbers? Teachers should also discuss the range of skill levels of the students and the strategies that can be used to decrease the skill level gap.
A teacher who is really effective at using data to drive their daily and weekly instruction would be a teacher who immediately analyzes the data and is able to translate student performance into some sort of adjustment in their instructional strategy.

— Principal, North Star Academy

To review, we will reflect back on standard two, instructional planning. Now take a look at the proficient level of the rubric for performance standard two, which is the expected level of performance. Notice the proficient level is consistent with the language of the standard, and requires a teacher to achieve ALL components of the standard.
Effective Instructional Planning Review

Having an instructional plan cannot ensure that the actual lesson will be implemented as prescribed. Effective instructional planning includes:

- Following the predefined plan while remaining open to changes
- Continuously adjusting instruction based on student needs
- Anticipating difficulties students might encounter
- Considering students’ thinking in order to assess the success of the lesson and modify instruction promptly
- Linking assessment plan to learning objectives
- Using student data to differentiate the needs of all students
Effective Instructional Planning Review

- Planning is preparation for action
- Ongoing review
- Adjustment as the plan unfolds in practice
- Reflection
  - What worked
  - What did not
  - How to improve

*Planning is an essential tool for effective teaching.*
Effective Instructional Planning Reflection

Refer back to your initial responses to the self-reflection questions below. After working through this module, has your perspective shifted in any way? If so, what aspects of your responses would you change? Also, name a few strategies that you will incorporate in your instructional planning to address the differentiated needs of all students.

- How do you engage students in planning, learning, and assessing their learning?
- In what ways do you use student assessment data in your collaboration with colleagues to plan lessons/units?
- How do you plan for the different needs of your students?
- In what ways do you collaborate with colleagues to create intra- and inter-disciplinary connections?

Record your responses in the Participant’s Guide.
During this module we:

- facilitated an overview of the key components for Performance Standard 2: Instructional Planning.
- identified key vocabulary from the performance standard and rubric.
- offered strategies to assist in effective instructional planning.
- illustrated alignment of the rubric to the performance standard.
- reflected on next steps for effective instructional planning.
References