

Collaborative planning conditions

Indicator	How do you know?	Current state
1. There is a clear, communicated vision for the purpose of collaborative planning.	<p>Artifact review: Collaborative planning vision statement and any materials documenting the plan to communicate it</p> <p>Teacher and facilitator survey: “The vision for collaborative planning at my school was communicated to me, and I have a clear understanding of that vision.”</p>	<input type="checkbox"/> Emerging: Teams have different ideas for how this time should be spent. <input type="checkbox"/> Developing: Some teams can articulate the purpose of this time. <input type="checkbox"/> Deepening: Most teams understand the purpose of this time.
2. There is dedicated and consistent time for teachers to meet regularly.	<p>Artifact review: Teacher schedules and attendance at collaborative planning meetings.</p> <p>Teacher survey: “I meet with my colleagues regularly to plan collaboratively.”</p>	<input type="checkbox"/> Emerging: Teams may meet sporadically, but time is not built into the school’s calendar. <input type="checkbox"/> Developing: Teams meet consistently for a sufficient amount of time, but meetings are not consistent throughout the school and/or this time is often interrupted. <input type="checkbox"/> Deepening: Most teams meet for a sufficient amount of uninterrupted time.
3. Protocols and processes are in place to ensure effective use of collaboration time.	<p>Artifact review: Schoolwide protocols and example agendas.</p> <p>Teacher and facilitator surveys: “My team has strong protocols and processes that maximize our time together collaboratively planning.”</p>	<input type="checkbox"/> Emerging: There are no schoolwide agendas or protocols shared across teams. <input type="checkbox"/> Developing: There are some schoolwide agendas and protocols shared across teams, but not all teams use them effectively. <input type="checkbox"/> Deepening: There are purposeful schoolwide agendas and protocols shared across teams that are aligned to the vision and goals of this time, and most teams use them effectively.
4. All staff members understand their roles and responsibilities in the collaborative planning structure.	<p>Artifact review: Any documents specifying the key actions and timelines for leaders, facilitators, and participants involved in collaborative plannings.</p> <p>Teacher and facilitator surveys: “I understand what is expected of me in order to make collaborative planning effective.”</p> <p>Facilitator survey: “I have sufficient time to complete my responsibilities as a facilitator of collaborative planning.”</p>	<input type="checkbox"/> Emerging: Roles and responsibilities for collaborative planning do not exist or people are not aware of them. <input type="checkbox"/> Developing: Roles and responsibilities exist, but many staff are unaware of them or unable to execute on them. <input type="checkbox"/> Deepening: Roles and responsibilities for collaborative planning exist, and most staff members are able to execute them.
5. Facilitators are trained and well prepared to fulfill their responsibilities in alignment with the vision.	<p>Artifact review: The agenda and other available materials from the facilitator training.</p> <p>Facilitator survey: “I feel prepared to effectively lead my team in collaborative planning.”</p>	<input type="checkbox"/> Emerging: There is no training or support for facilitators. <input type="checkbox"/> Developing: There is training and support for facilitators, but they do not lead to effective facilitation. <input type="checkbox"/> Deepening: There is sufficient training and support for facilitators, and they lead to effective facilitation.
6. Teachers and facilitators are invested in collaborative planning time.	<p>Teacher and facilitator surveys: “I am invested in collaborative planning time.”; “Collaborative planning improves my/teachers’ practice.”</p>	<input type="checkbox"/> Emerging: Few teachers and facilitators are invested in this time. <input type="checkbox"/> Developing: Some teachers and facilitators are invested in this time, but a few question its impact and usefulness. <input type="checkbox"/> Deepening: Most teachers and facilitators are invested in this time and can speak to its impact on their teaching.

7. Interactions between facilitators and teachers affirm teachers' perspectives, efforts, and contributions.	<p>Observation: Equity of voice, participation, and vulnerability.</p> <p>Teacher survey: "My perspectives, efforts, and contributions are affirmed in interactions with facilitators."</p> <p>Facilitator survey: "Interactions between facilitators and teachers affirm teachers' perspectives, efforts, and contributions."</p>	<ul style="list-style-type: none"><input type="checkbox"/> Emerging: Few teachers' perspectives, efforts, and contributions are affirmed in interactions with facilitators (specifically those who are least likely to feel affirmed).<input type="checkbox"/> Developing: Some teachers' perspectives, efforts, and contributions are affirmed in interactions with facilitators (specifically those who are least likely to feel affirmed).<input type="checkbox"/> Deepening: Most teachers' perspectives, efforts, and contributions are affirmed in interactions with facilitators (specifically those who are least likely to feel affirmed).
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Practice 1: Unit internalization

Indicator	How do you know?	Current state
1a. Teachers study the curriculum's unit to deeply understand what students are expected to learn (big ideas).	<p>Artifacts: Annotated unit plans</p> <p>Teacher focus groups</p> <p>PLC observation</p> <p>Teacher survey: "During unit internalization, we study the curriculum's unit to deeply understand what students are expected to learn (big ideas)."</p> <p>Facilitator survey: "During unit internalization, teachers study the curriculum's unit to deeply understand what students are expected to learn (big ideas)."</p>	<input type="checkbox"/> Emerging: Only a few teachers can identify the big ideas that students are supposed to learn in the unit. <input type="checkbox"/> Developing: Some teachers can identify the big ideas that students are supposed to learn in the unit. <input type="checkbox"/> Deepening: Most teachers can identify the big ideas that students are supposed to learn in that unit and explain how they connect to prior or future units.
1b. Teachers understand the arc of learning over the course of the curriculum's unit.	<p>Teacher focus groups</p> <p>PLC observation</p> <p>Teacher survey: "Unit internalization helps me understand the arc of learning over the course of the unit."</p> <p>Facilitator survey: "Unit internalization helps teachers understand the arc of learning over the course of the unit."</p>	<input type="checkbox"/> Emerging: Only a few teachers can describe the arc of learning over the course of the unit; most do not understand how all of the major components lead to student mastery. <input type="checkbox"/> Developing: Some teachers can describe the arc of learning over the course of the unit, but many do not understand how all of the major components lead to student mastery. <input type="checkbox"/> Deepening: Most teachers understand the arc of learning over the course of the unit; they can explain how all major components lead to student mastery and how this arc connects to prior and future units.
1c. Teachers know how students will be assessed within the curriculum.	<p>Artifact: Student assessments</p> <p>Teacher survey: "After unit internalization, I know how students will be assessed."</p> <p>Facilitator survey: "After unit internalization, teachers know how students will be assessed."</p>	<input type="checkbox"/> Emerging: Prior to beginning the unit, few teachers know how students will be assessed and what exemplary responses would include. <input type="checkbox"/> Developing: Prior to beginning the unit, some teachers know how students will be assessed and what exemplary responses would include. <input type="checkbox"/> Deepening: Prior to beginning the unit, most teachers know how students will be assessed and what exemplary responses would include; they can explain how they will use this data to adjust instruction.
1d. Teachers use time flexibly over the course of the curriculum's unit to prioritize content that addresses specific students' unfinished learning needs.	<p>Artifact: Adjusted unit plan scope and sequence based on student data</p> <p>Teacher survey: "Unit internalization helps me prioritize content that addresses specific students' unfinished learning needs."</p> <p>Facilitator survey: "Unit internalization helps teachers prioritize content that addresses specific students' unfinished learning needs."</p> <p>Classroom observations</p>	<input type="checkbox"/> Emerging: Few teachers use time flexibly to provide additional support to specific students around unfinished learning. <input type="checkbox"/> Developing: Some teachers use time flexibly to provide additional support to specific students around unfinished learning. <input type="checkbox"/> Deepening: Most teachers use time flexibly to provide additional support to specific students around unfinished learning.
1e. Teachers find unit internalization valuable.	<p>Teacher survey: "I find unit internalization valuable."</p>	<input type="checkbox"/> Emerging: Few teachers find unit internalization valuable. <input type="checkbox"/> Developing: Some teachers find unit internalization valuable. <input type="checkbox"/> Deepening: Most teachers find unit internalization valuable.

Practice 2: Lesson preparation

Indicator	How do you know?	Current state
2a. Teachers study a pre-identified portion of an upcoming lesson(s) to deeply understand what students are expected to learn.	<p>Artifacts: Annotated lesson plans</p> <p>Teacher focus groups</p> <p>Teacher survey: “During lesson preparation time, we study a pre-identified portion of an upcoming lesson(s) to deeply understand what students are expected to learn.”</p> <p>Facilitator survey: “During lesson preparation time, teachers study a pre-identified portion of an upcoming lesson(s) to deeply understand what students are expected to learn.”</p>	<input type="checkbox"/> Emerging: Few teachers can identify what students are supposed to learn in the specific lesson or how it relates to the story of the unit and end-of-unit assessment. <input type="checkbox"/> Developing: Some teachers can identify what students are supposed to learn in the specific lesson, but they cannot explain how it relates to the story of the unit and end-of-unit assessment. <input type="checkbox"/> Deepening: Most teachers can identify what students are supposed to learn in the specific lesson, and they can explain how it relates to the story of the unit and end-of-unit assessment.
2b. Teachers know how students will be assessed within the curriculum.	<p>Artifact: Student assessments</p> <p>Teacher survey: “After lesson preparation, I know how students will be assessed.”</p> <p>Facilitator survey: “After lesson preparation, teachers know how students will be assessed.”</p>	<input type="checkbox"/> Emerging: Few teachers know how students will be assessed and what an exemplary response would include. <input type="checkbox"/> Developing: Some teachers know how students will be assessed and what an exemplary response would include. <input type="checkbox"/> Deepening: Most teachers know how students will be assessed and what an exemplary response would include; they can explain how they will use this data to adjust instruction.
2c. Teachers know how the lesson(s) connects to the broader unit within the curriculum.	<p>Teacher focus groups</p> <p>PLC observation</p> <p>Teacher survey: “Lesson preparation helps me understand how lessons connect to the broader unit.”</p> <p>Facilitator survey: “Lesson preparation helps teachers understand how lessons connect to the broader unit.”</p>	<input type="checkbox"/> Emerging: Few teachers can describe how the lesson connects to the broader unit. <input type="checkbox"/> Developing: Some teachers can describe how the lesson connects to the broader unit, but many cannot explain how the lesson contributes to greater student mastery of the unit’s key content and learning. <input type="checkbox"/> Deepening: Most teachers can describe how the lesson connects to the broader unit, and they can explain how this lesson contributes to greater student mastery of the unit’s key content and learning.
2d. Teachers use time flexibly over the course of the lesson to prioritize content that addresses specific students’ unfinished learning needs.	<p>Artifact: Adjusted lesson plans based on student data</p> <p>Data: Focus students’ progress</p> <p>Teacher survey: “Lesson preparation helps me prioritize content that addresses specific students’ unfinished learning needs.”</p> <p>Facilitator survey: “Lesson preparation helps teachers prioritize content that addresses specific students’ unfinished learning needs.”</p> <p>Classroom observations</p>	<input type="checkbox"/> Emerging: Few teachers use time flexibly to provide additional support to specific students around unfinished learning. <input type="checkbox"/> Developing: Some teachers use time flexibly to provide additional support to specific students around unfinished learning. <input type="checkbox"/> Deepening: Most teachers use time flexibly to provide additional support to specific students around unfinished learning.
2e. Teachers find lesson preparation valuable.	Teacher survey: “I find lesson preparation valuable.”	<input type="checkbox"/> Emerging: Few teachers find lesson preparation valuable. <input type="checkbox"/> Developing: Some teachers find lesson preparation valuable. <input type="checkbox"/> Deepening: Most teachers find lesson preparation valuable.

Practice 3: Student work analysis

Indicator	How do you know?	Current state
3a. Teachers prioritize focus students, centering their analyses on the students who need the most support around unfinished learning relative to their peers.	<p>Artifacts: Focus student trackers or focus student work samples</p> <p>Teacher survey: “Student work analysis helps me prioritize focus students, centering my analyses on the students who need the most support around unfinished learning relative to their peers.”</p> <p>Facilitator survey: “Student work analysis helps teachers prioritize focus students, centering their analyses on the students who need the most support around unfinished learning relative to their peers.”</p>	<input type="checkbox"/> Emerging: Few teachers review the performance of their focus students. <input type="checkbox"/> Developing: Some teachers review the performance of their focus students, but it does not impact practice. <input type="checkbox"/> Deepening: Most teachers review the performance of their focus students and use their reflections to improve instruction.
3b. Teachers consider the extent that the curriculum-embedded assignment aligns with standards.	<p>Artifact: Annotated student work with standards</p> <p>Teacher survey: “Student work analysis deepens my understanding of how assignments align with standards.”</p> <p>Facilitator survey: “Student work analysis deepens teachers’ understanding of how assignments align with standards.”</p> <p>Teacher focus group</p>	<input type="checkbox"/> Emerging: Few teachers have the skills and knowledge to understand the extent to which an assignment aligns to the standards. <input type="checkbox"/> Developing: Some teachers have the knowledge and skills to understand the extent to which an assignment aligns to the standards, but many do not know how to strengthen assignments to meet grade-level expectations. <input type="checkbox"/> Deepening: Most teachers have the knowledge and skills to understand the extent to which an assignment aligns to the standards, and they know how to strengthen assignments to meet grade-level expectations.
3c. Teachers determine the depth of student learning to inform instructional next steps.	<p>Artifact: Annotated student work with next steps</p> <p>Teacher survey: “Student work analysis helps me assess the depth of student understanding and determine instructional next steps.”</p> <p>Facilitator survey: “Student work analysis helps teachers assess the depth of student understanding and determine instructional next steps.”</p> <p>Teacher focus group</p> <p>PLC observation</p>	<input type="checkbox"/> Emerging: Few teachers know how to analyze the depth of student learning or use it to inform instructional next steps. <input type="checkbox"/> Developing: Some teachers know how to analyze the depth of student learning, but it is not consistent across the school and/or many do not use these reflections to inform instructional next steps. <input type="checkbox"/> Deepening: Most teachers know how to analyze the depth of student learning, and they use these reflections to determine their instructional next steps.
3d. Teachers maintain an asset-based approach—focusing on what students know and can do.	<p>PLC observation</p> <p>Teacher survey: “In student work analysis, we maintain an asset-based approach—focusing on what students know and can do.”</p> <p>Facilitator survey: “In student work analysis, teachers maintain an asset-based approach—focusing on what students know and can do.”</p>	<input type="checkbox"/> Emerging: Few teachers focus on what students did learn in the lesson; most focus on what students cannot do or did not understand. <input type="checkbox"/> Developing: Some teachers focus on what students did learn in the lesson, but most do not build off of student understanding or knowledge to inform instructional shifts. <input type="checkbox"/> Deepening: Most teachers focus on what students did learn or master in the lesson, and they build off of student understanding and knowledge to inform instructional shifts.
3e. Teachers find student work analysis valuable.	Teacher survey: “I find student work analysis valuable.”	<input type="checkbox"/> Emerging: Few teachers find student work analysis valuable. <input type="checkbox"/> Developing: Some teachers find student work analysis valuable. <input type="checkbox"/> Deepening: Most teachers find student work analysis valuable.