### Indicator 2.B: Collaborative Planning



The school has systems and structures in place to support teachers’ collaborative planning. Collaborative time is protected, and there are opportunities for all staff to participate. However, there is some limitation in either vertical or horizontal alignment and planning. Most teachers engage in regularly (at least twice per month) scheduled planning for instruction, but some barriers to participation may exist. Some teachers have an understanding of how to analyze student work to adjust instruction to meet student needs. Collaborative planning teams have some structures in place to evaluate effectiveness of planning and analysis activities, but these structures may sometimes be interrupted or not consistently used.

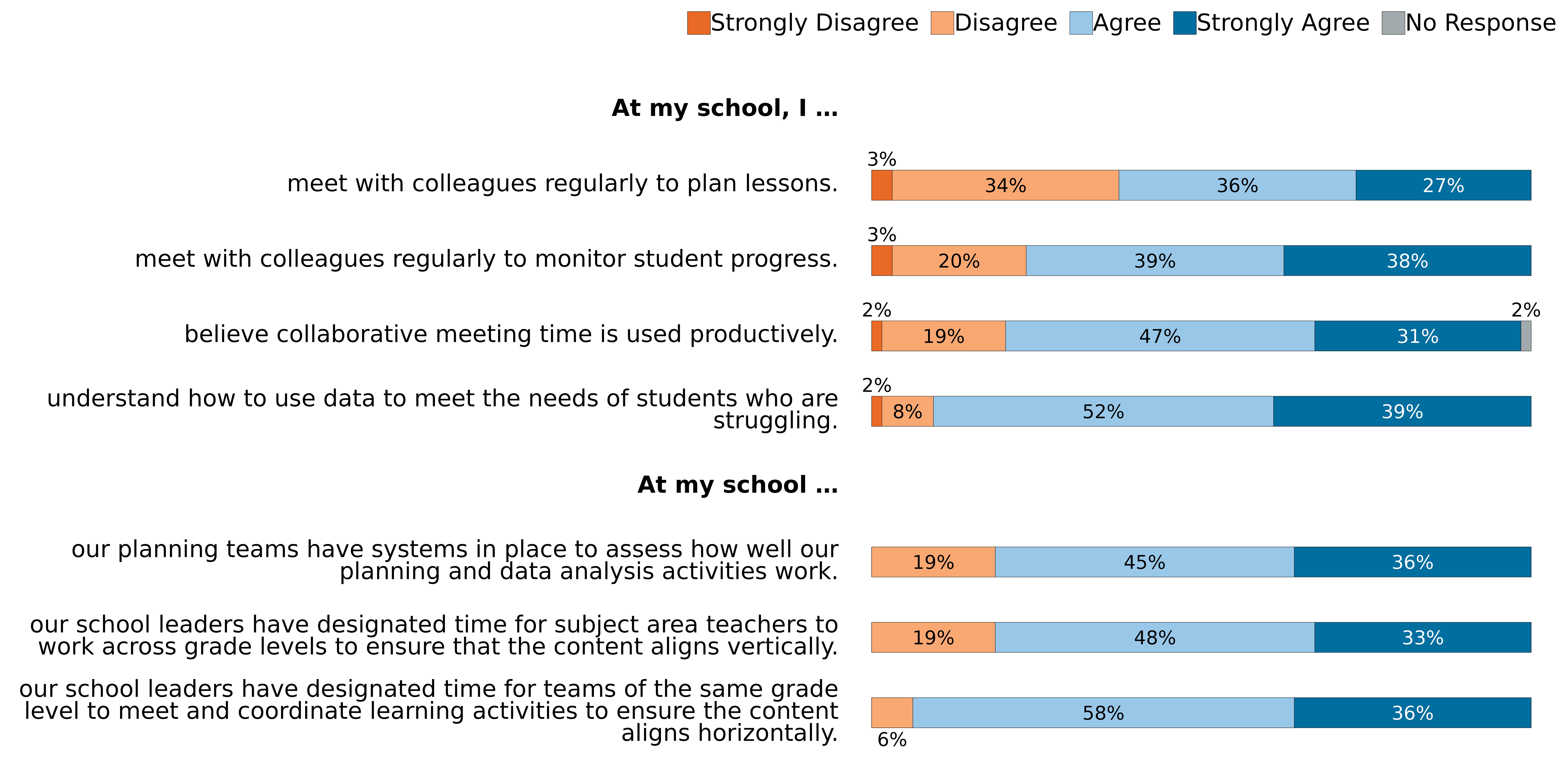
#### OVERALL RATING SUMMARY:

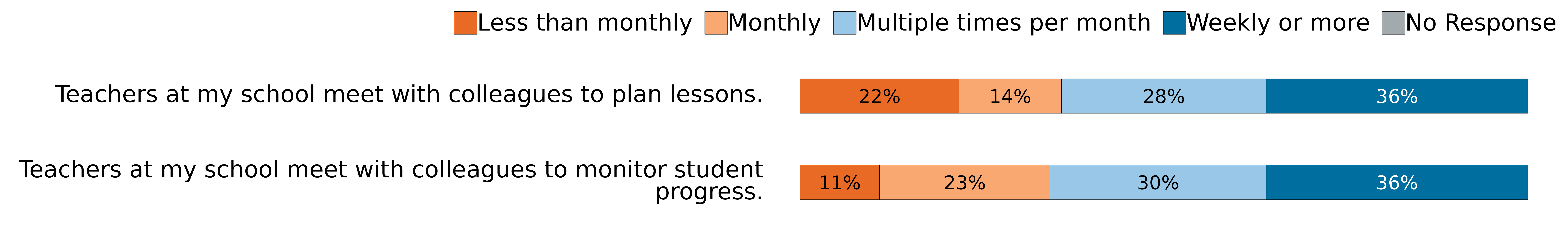
Consistent with an established rating for this indicator, the school has structures in place to support teachers in regular collaborative planning, which sometimes includes a focus on vertical and horizontal alignment; teachers regularly engage in collaborative planning, but time is focused on district initiatives and is not consistently used to analyze student work to adjust instruction or plan lessons. Teachers need some support to analyze student work to adjust instruction, and teams do not have ways to evaluate the effectiveness of their collaborative planning efforts.

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Indicator 2.B: Collaborative Planning (CONT.)

#### STAFF SURVEY RESPONSE:





#### STAFF PERSPECTIVES:

* Staff focus group participants and school leaders agreed that teachers regularly engage in two collaborative planning sessions per week in the form of PLCs. Both groups stated that the collaborative planning time is structured differently each week with specific focuses set by the district. School leaders agree that PLCs are curriculum-focused and tailored to the needs of some teachers.
* Over one-third of staff survey participants (37%) disagreed or strongly disagreed they meet with colleagues regularly to plan lessons. Staff focus group participants indicated that district-focused collaborative planning sessions in particular do not allow for teachers to collaborate in planning for instruction.
* The majority of staff survey respondents agreed or strongly agreed that school leaders have dedicated time to ensure teachers can align content horizontally (92%) and vertically (80%). School leaders agreed that horizontal content planning occurs regularly, but vertical planning is occurs less frequently.