

# Leadership Reflection and Summer PD Preparation

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## ABOUT THIS RESOURCE

Every moment during summer professional development is precious. Teachers are eager to get into their classrooms, start planning units, and dive into the details of making sure they are ready to receive students. Administrators may have a list of required training from the state or district that have to be included. With limited time and competing interests, it is crucial that leadership and administration engage in thoughtful reflection before planning for any required professional development sessions.

Opportunity Education supports Quest Forward High Schools with the following reflection and planning tools. Each of these checklists includes instructional practices that are essential for teachers to plan for active and engaged learning experiences that include effective feedback cycles.

### 1. Fundamental Instructional Practices

This checklist focuses on fundamental planning and implementation practices that may be most relevant to new or early career teachers.

### 2. Instructional Practices for Student Engagement

This checklist includes items for teachers who are ready to advance their practices to include more advanced planning and pedagogical techniques, specifically active learning strategies and feedback loops.

After reflecting using these tools, administrators and other teacher leadership can evaluate needs, set priorities, and identify resources for supporting teacher growth during the summer and beyond.

## 1. FUNDAMENTAL INSTRUCTIONAL PRACTICES

Are teachers prepared to do the following during your school's summer planning time? Will they be prepared before the first day of school?

	<b>Fundamental Instructional Practices</b>	<b>Who's ready?</b> 1) All, 2) Some, or 3) None	<b>What is needed for them to be ready?</b> <ul style="list-style-type: none"> <li>• session topics</li> <li>• resource or material needs</li> <li>• schedules/timing for sessions or asynchronous work</li> </ul>
1	Review course and unit objectives and become familiar with the curriculum and supporting materials.		
2	Use backward design principles <sup>1</sup> to plan units that include the following:		
2a	Learning and skill goals mapped from course and unit objectives		
2b	Unit projects or other summative assessments that challenge students to apply their knowledge and higher-order thinking skills in new ways to demonstrate mastery of learning goals		
2c	Other evidence of learning, formative assessments		
2d	Essential learning activities and content		
3	Create plans for each class that incorporate the following:		
3a	A variety of active learning strategies		
3b	Intentional selection of teacher-directed and student-centered activities		
3c	Opportunities for students to demonstrate skills and understanding aligned with learning goals		
3d	Consistent daily routines for students, including opening and closing activities		
4	Identify and obtain materials needed and develop or customize student-facing resources (e.g. instructions or graphic organizers, quests in Quest Forward, assignments in Google Classroom, etc)		
5	Prepare for implementation and student access to materials and technology		

<sup>1</sup>Learn more about backward design: Wiggins, Grant, and McTighe, Jay. (1998). [Fundamentals of Backward Planning](#)

### Are teachers prepared to implement the following daily classroom practices when school begins?

	<b>Fundamental Instructional Practices</b>	<b>Who's ready?</b> 1) All, 2) Some, or 3) None	<b>What is needed for them to be ready?</b> <ul style="list-style-type: none"> <li>● session topics</li> <li>● resource or material needs</li> <li>● schedules/timing for sessions or asynchronous work</li> </ul>
6	Implement consistent daily routines, including opening and closing activities		
7	Share learning and skill goals with students		
8	Implement designed learning activities and assessments, adjusting as needed to accommodate student needs and respond to data about student performance		
9	Observe and record student engagement and demonstration of a Quest Forward skill or habit in every class using Feedback Forward		
10	Use assessments and feedback to support students in identifying specific goals and taking actions to improve		

## 2. INSTRUCTIONAL PRACTICES FOR STUDENT ENGAGEMENT

Are teachers prepared to do the following during your school's summer planning time? Will they be prepared before the first day of school?

	Instructional Practices for Student Engagement	Who's ready? 1) All, 2) Some, or 3) None	What is needed for them to be ready? <ul style="list-style-type: none"> <li>● session topics</li> <li>● resource or material needs</li> <li>● schedules/timing for sessions or asynchronous work</li> </ul>
	Use backward design principles <sup>1</sup> to do the following:		
1	Identify enduring understandings (big ideas) for each unit plan that align with learning and skill goals and both formative and summative assessments		
2	Identify essential questions for each unit plan that align with learning and skill goals and both formative and summative assessments		
3	Identify evidence of learning and success criteria for the unit and create rubrics that align with the unit's performance tasks and goals		
4	Employ the <a href="#">WHERE TO</a> <sup>1</sup> model to design learning experiences for the unit that support active learning and effective feedback practices		
	Create daily lesson plans that support student engagement		
5	Identify assessments for every class, whether formative or summative		
6	Build in opportunities for feedback each day		
7	Prioritize student choice or agency whenever appropriate		
8	Embed routines that bring students in as active participants in the feedback cycle as a learning process		

<sup>1</sup>Learn more about backward design: Wiggins, Grant, and McTighe, Jay. (1998). [Fundamentals of Backward Planning](#)

### Are teachers prepared to implement the following daily classroom practices when school begins?

	<b>Instructional Practices for Student Engagement</b>	<b>Who's ready?</b> 1) All, 2) Some, or 3) None	<b>What is needed for them to be ready?</b> <ul style="list-style-type: none"> <li>● session topics</li> <li>● resource or material needs</li> <li>● schedules/timing for sessions or asynchronous work</li> </ul>
6	Share success criteria with students, including rubrics for unit projects and other important artifacts/assignments.		
7	Use rubrics to give feedback on and assess unit-integrated projects and other important artifacts.		
8	Activate students as owners of their learning (e.g. by co-creating success criteria with students, asking students to reflect on their progress toward meeting learning targets, enabling peer review, etc.).		
9	Review student progress and performance, as well as insights generated in the tools used (e.g. those generated in Feedback Forward).		
10	Share information with students about students' engagement and skill development, along with course grades (to help emphasize growth and learning, not just a grade).		

Get more resources like this at [www.opportunityeducation.org/resources](http://www.opportunityeducation.org/resources)