



Adjust Plan is the teacher's informed reaction to students' actions and learning. It is a process where a teacher reflects on student mastery data and responds by modifying annual, unit, or lesson plans. This process maximizes instructional time because it ensures that the teacher spends class time on content and skills that students have not yet mastered and strategically distributes his/her time with students. Reflecting on how to adjust course does not mean that the learning destination changes; it simply means that the route to the destination might. A plan for adjustments in a unit or lesson increases the likelihood of a fluid learning environment that meets the needs of all students in the classroom.

*How will I adjust to ensure students demonstrate mastery?*

## *Step 1: Prep Work*

- Review the checklist at the end of the document to provide directions for adjusting plans.
- Review the Annual Plan, Unit Plan, and/or Lesson Plan to identify the specific curriculum standards and the timeframe in which the objectives are taught.
  - In order to adjust course the teacher must know the path originally planned, and depending upon the results of student data, regroup students and adjust the annual, unit, or lesson plans.
- Check for student understanding and/or Assess Mastery and Track Growth. This is where updated data will help determine when and where adjustments will be made.
- Analyze data received from informal and formal assessments to Determine and Track Student Progress.

## ***Step 2: Draft Plan***

- Identify any teacher actions/mindsets that might cause achievement gaps. Reflect on teacher actions/mindsets and student actions/understandings to determine why the gaps exist.
- Take time to reflect on planning and execution/delivery of lessons. Reflect using the Teacher Appraisal and Development Instructional Practice rubric and enlist colleagues, mentor, appraiser or principals.
- Adjust plan to enhance student outcomes. Revise plans for students who are achieving with enrichment opportunities and provide remediation opportunities for students who are experiencing difficulty.
- Questions to consider include:
  - What objectives does the teacher need to teach for the first time?
  - What objectives will the teacher need to review at a later point in the year/course?
  - What objectives can the teacher de-prioritize (i.e. most students have mastered)?
  - What objectives does the teacher need to re-teach to the whole group (i.e. the majority of students have not mastered)?
  - What objectives does the teacher need to re-teach in a smaller group/individual setting (i.e. specific students/groups of students did not master)?
  - If an instructional activity was not effective, what other options/approaches/strategies can be utilized to support students in achieving mastery?
- Once the responses to the questions have been determined, use the information to group students according to their needs. Compile a list of possible intervention and enrichment strategies based on specific campus resources and collaboration with colleagues. Refer to the example under prep work on the website.
- Incorporate the chosen intervention and enrichment strategies into annual, unit, or lesson plans.

## ***Step 3: Evaluate the Plan***

- Ensure that the components of the checklist are used when adjusting plans.

## *Checklist*

- I have identified groups of students based on specific needs.
- I have formulated a list of intervention or enrichment opportunities for groups of students identified for a specific need.
- I have revised my annual, unit, and lesson plans.



### *TIPS*

- Adjusting plan is a practice in reflection and execution, and should take place as checkpoints or assessments occur.
- It is important that the teacher knows his/her students well. Knowledge of how students learn, their areas of growth/ strengths, and their interests will assist in planning for ways to adjust the course of a unit/lesson.
- Teach self-reflection skills so students can articulate whether they are being successful or struggling in reaching the curriculum standards.
- Discuss within the PLC the lesson/unit learning activities, the assessment, and student outcomes. Solicit ideas for alternative learning activities for students who need acceleration and/or intervention.



## BURNING QUESTIONS

### *What is the response to a student having difficulty?*

Take time to identify the underlying cause of student difficulty. Determine steps to address the cause of student challenges. Respond to the student's response by scaffolding follow-up questions or by stretching their current understanding.

### *What if a student needs assistance in the majority of learning objectives?*

At times, students may have a number of skills with which they are experiencing difficulty. In this case, prioritize skills by focusing on the most important/foundational skills or those skills that will make the greatest difference in student achievement.

### *How should a student be re-taught a concept?*

If there is a need to re-teach concepts/skills, it is important that teachers try a new strategy or approach. When planning a new approach, consider student learning styles (visual, auditory, kinesthetic), and student interests. Vary the ways in which students receive information and express the content learned.