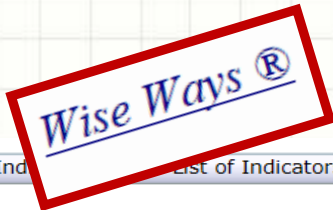




**ALIGNING INDICATOR AND
TASK DEVELOPMENT TO
THE RESEARCH BASE
USING INDISTAR[®]**

Step 1

- **Review** the Wise Ways[®] research-based strategies associated with the indicator.



1. Select Indicator 2. List of Indicators to Assess 3. List of Indicators Assessed 4. Assess Indicator

[Wise Ways](#)® *Key Indicator*

K9 All teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; student-directed small group; independent work; computer-based; homework. (979)

1. Choose your level of Development or Implementation for this Indicator.

No development or Implementation Limited Development or Implementation Full Implementation * required field

2. Priority Score: * required field

3 - highest priority

2 - medium priority

1 - lowest priority

3. Opportunity Score: * required field

3 - relatively easy to address

2 - accomplished within current policy and budget conditions

1 - requires changes in current policy and budget conditions

4. Please describe the current level of development or implementation. * required field

There is no common lesson plan format, however, lesson plans are collected and reviewed by the principal and assistant principal weekly. Components of explicit teacher are evident in 90% of classes: homework, instructional reinforcement, independent seatwork, review. Well developed formative assessments are used purposely in about 30% of classes. Student engagement is evident in about 40% of classes, although not consistently. There is little evidence of reciprocal teaching and student self-monitoring.

Step 1 Continued

Wise Ways® / Center on Innovation & Improvement

Strand: Reforming Instruction

Indicator: Provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; student-directed small group; independent work; computer-based; homework. (979)

Evidence Review:

At least three powerful methods of instruction can readily accommodate re-teaching (Cawelti, 2004; Marzano, Pickering, & Pollock, 2001; Walberg, 2006). Direct instruction can be viewed as traditional or . . .

- **View the research through the school and division's lens:**

Based on later observational and control-group research, reviewers identified six phased functions of explicit teaching: (1) daily homework check, review, and, if necessary, re-teaching; (2) rapid presentation of new content and skills in small steps; (3) guided student practice with close monitoring by teachers; (4) corrective feedback and instructional reinforcement; (5) independent practice in seatwork and homework with high (more than 90%) success rate; and (6) weekly and monthly review (Brophy, 1999; Subotnik & Walberg, 2006).

Step 2

- Use the research to **develop the vision of how the indicator will look in your school when fully met.** (backwards design)

A common lesson plan will be implemented school wide and include: chunking of new content, modeling, guided practice and independent practice during Tier I instruction. Independent practice will evidence 90% success. Plans will also evidence strategies for corrective feedback. Common formative assessments will be developed in alignment with standards and include criteria for mastery for each assessment. Formative assessment results will provide data for timely and efficient corrective feedback, small group instruction and/or re-teaching. Students will goal set, use reciprocal teaching and self-monitor. Homework will be purposeful and differentiated.

Step 3

- Use the description of the vision created (based on the research base), to **describe the current level of development in your school.**

There is no common lesson plan format, however, lesson plans are collected and reviewed by the principal and assistant principal each week. Components of explicit teaching are evident in 90% of classes: homework, instructional reinforcement, independent seatwork, review. Well-developed formative assessments are used purposely in about 30% of classes. Student engagement is average. There is little evidence of reciprocal teaching and student self-monitoring.

Step 4

- Develop tasks aligned with the Wise Ways® research to reach the vision stated in Step 2.

1. Grade level teams will use 6 summer days to unpack curriculum standards (grades K-3) and (grades 4-8) with support by four literacy and math coaches (2 division, 2 provided by LTP). Common formative and summative assessments will developed for first quarter. Mastery criteria for assessments will be established for formative

2. Principal, literacy coaches and LTP will develop a common lesson plan that includes: bell-to-bell instruction; chunking/presentation of new content; modeling, guided practice and opportunities for independent practice; provisions for corrective feedback; differentiation for small group instructions, and; purposeful assignment of homework.

It's Your Turn

- Follow the 4 step process to ensure your school's assessment of the indicator and development of tasks is aligned with the research base in Wise Ways®. Make notes of commendations or suggestions to share out.
 - Highlight key points in the Wise Ways® research
 - To what extent does the school's vision description align with the research in Wise Ways®?
 - To what extent does the school's description of the current level of development align with the research in Wise Ways®?
 - To what extent are the associated tasks aligned with the school's vision description and research in Wise Ways®?