Academic Development Institute

Instructional Delivery
Facilitator's Guide

Teacher-Directed Instruction
Student-Directed and Computer-Based Instruction
Parent Communication & Homework

Indicators in
ACTION™

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Information   Tools   Training

Positive results for students will come from changes in the knowledge, skill, and behavior of their teachers and parents. State policies and programs must provide the opportunity, support, incentive, and expectation for adults close to the lives of children to make wise decisions.

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Facilitator's Guide Overview

This is the Facilitator's Guide for Indicators in Action™ Instruction Course. This course is one of three in the Indicators in Action™ series: *Instruction*, *Leadership*, and *School Community*. *Instruction* includes three modules—Instructional Planning, Classroom Management, and Instructional Delivery.

Indicators in Action™ is different from other online professional development offerings because it gets into the specifics, the nitty-gritty details, of how to achieve exceptional leadership, great instruction, and strong school communities—all fundamental elements of rapid and sustained school improvement. Through Indicators in Action™, we'll show you how to plan, implement, and sustain great practice in leadership, instruction, and school communities.

There are a variety of ways that participants can engage in Indicators in Action™ courses: individual self-paced learning, group self-paced learning, and facilitated group learning.

We developed the Facilitator's Guides to provide you with ideas for the facilitated approach. Use the guide to drive your facilitated approach, supplement it, spark it, or to shake things up—but don't feel bound to it. In fact, we are pretty sure that you'll come up with strategies and approaches of your own. We hope that you will share what is working for you so that we can include it in future versions.

Accompanying each course module is a workbook. These workbooks are referenced throughout the modules and contain material, templates, and tools that participants will be encouraged to review. They are also referenced in this Facilitator's Guide. (Just a tip—plan in advance whether or not you will expect participants to print their own copies of each workbook or if you will provide copies.)

Finally, if you haven't already, be sure to review the Overview of Indicators in Action™, which is accessible on our website: www.centerii.org/action and on the DVD. The Overview provides information on how the courses were developed, what they include, and how to maximize their impact. Watch the Overview yourself, and make sure to show it to the participants.

If you have any questions don't hesitate to email us at action@adi.org.

Throughout this guide, you will see these icons. Here is a key that explains what they indicate:

	Facilitator commentary		Work in small group
	Share with the group		Show video
	Handouts		
	Workbook		

PART I: Teacher-Directed Instruction (55 minutes)

<u>Handouts</u> to have ready for this module (in addition to workbook):

    A. Video Tracking Tool

    B. Teacher-Directed Instruction Assessment/Discussion Questions

    C. Teacher-Directed Instruction Reflection & Planning Tool

1. Welcome and Introductions

2. Review Course Workbook

Note: Either have copies of workbook printed out for participants or ask them to bring copies with them. Have extras on hand.

3. Review the Module Objectives (these cover all four parts of the Instructional Planning Module)

Module Objectives

As a result of this module, participants/instructional teams will know and be able to:

- Recognize indicators of successful instructional delivery
- Implement instructional delivery practices that capture student interest, promote comprehension and retention of new material, and promote positive student-teacher interactions
- Assign individualized student-directed learning activities to promote student responsibility for learning and application of new learning
- Implement mechanisms to encourage on-going parental involvement in student learning

4. Review Success Indicators for Part I: Teacher-Directed Instruction

- Unit pre-tests and post-tests are administered to all students in the grade level and subject covered by the unit of instruction.
- All teachers review the previous lesson.
- All teachers clearly state the lesson's topic, theme, and objectives.
- All teachers stimulate interest in the topic.
- All teachers use modeling, demonstration, and graphics.
- All teachers explain directly and thoroughly.
- All teachers maintain eye contact.
- All teachers use prompting/cueing.
- All teachers re-teach when necessary.
- All teachers review with drilling/class recitation.
- All teachers review with questioning.
- All teachers summarize key concepts.

- All teachers encourage students to check their own comprehension.
- All teachers encourage students to paraphrase, summarize, and relate.
- All teachers verbally praise students.

5. <u>Handout A: Video Tracking Tool</u>. **Teacher-Directed Instruction includes a great deal of classroom footage and interviews. In order to help participants keep track of what they've seen and heard, we've created a tracking tool that will allow them to record the thoughts, questions, and ideas that the clips trigger. Use the following prompt to communicate this to participants:**

The great news is that there is a lot of classroom footage and testimonial included in this Instructional Delivery module. In order to help you to organize what you see and hear, and keep track of questions, ideas, and thoughts that these clips inspire, we're providing you with this tracking tool. Keep it handy throughout the entire module.

6. **Play slides 1—4. Slide 1 will introduce this module; slides 2—4 will review first two modules (Instructional Planning & Classroom Management). You can provide your own additional review of previous modules, or continue.**

7. **Play slides 5—9, which focuses on the administration of pre- and post-tests and use of the results to make instructional changes.**

Note: You can pause after slide 9 to field questions or share ideas, or even do a simple assessment—ask who administers pre-tests at start of unit. Among those who do, ask them what advantages they see. Among those who don't, ask if they'll start and what benefits they hope to see.

8. **Before returning to the module refer participants to <u>Handout B: T-D Instruction Assessment/Discussion Questions</u> and ask participants to turn the Whole Class Instruction Weekly Outline their workbook. Use the following prompt as it is helpful:**

Take a minute or two to review the Whole Class Instruction Weekly Outline. Pay particular attention to the segments of whole-class instruction: Behavior, Review, Think, Know, and Show. Once you've reviewed the Outline, complete Part I of Handout B: Teacher-Directed Instruction Assessment/Discussion Questions. Be prepared to share your responses. Later, you'll have an opportunity to complete Part II.

9. **Allow participants to briefly share their responses and ask questions of one another.**

10. **Return to the video and tell participants:**

The next several slides are organized according to the various segments of Teacher-Directed Instruction (Behavior, Review, Think, Know, Show).

Note: Remind participants to use their video-tracking tool to record ideas, questions, or thoughts.

11. **Play slides 10—24.**

12. **Pause after slide 24 and give participants an opportunity to ask questions or share what they've noted (in small or large groups) with regard to the indicators that have been covered so far. Use the following prompts as they are helpful:**

    - What did you hear or see in those clips that resonated with you?

    - What questions do you have about what you heard or saw?

    - What review strategies have worked for your students?

    - How do you stimulate interest in a topic among your students?

13. **Ask participants to record their reflections on <u>Handout C: Reflection & Planning Table</u> for the indicators that have been covered so far. After _____ minutes, reconvene group. (You can decide how long you would like this activity to last.)**

14. **Play slides 25—31.**

15. **Pause after 31 and ask participants to reflect on the following prompts in small or large groups. Encourage participants to use their notes from the video-tracking tool to guide their discussions AND to complete Handout C (only those indicators that were covered in this segment).**

    - What did you hear or see in those clips that resonated with you?

    - What questions do you have about what you heard or saw?

    - Do you have ideas on how you can better incorporate this practice into your instruction? Do you already do it? In what ways?

16. **Bring group back to focus. Ask participants to share highlights of their discussions before returning to the video.**

17. **Play slides 32—49. These slides focus on the presentation of new material. Use the following prompt to prepare participants for what they are about to see and hear.**

    The presentation of material is critical in both motivating students to learn and in getting them to think about what they know and how they learn (metacognition). While teachers can't MAKE students feel motivated to learn or GIVE them the ability to think critically about what they know, there are things they can do to help facilitate motivation and metacognition. We have already seen some of the ways teachers do this — connecting new learning to prior learning, speaking clearly and directly, modeling and demonstrating strategies. We are now about to see some additional ways that teachers can accomplish this through presenting new material. Keep track of what you see on your tracking form or in your workbook.

18. **Pause after slide 49 and give participants an opportunity to reflect on what they've seen and heard. Ask them to share their notes, thoughts, and ideas in small or large groups. Use the following prompts if they are helpful:**

    - What did you hear or see in those clips that resonated with you?

    - What questions do you have about what you heard or saw?

    - Do you have ideas on how you can better incorporate these practices into your instruction? Do you already do it? In what ways?

19. Ask participants to share highlights of their discussions before returning to module.

20. Give participants a few minutes to complete <u>Handout C: Teacher-Directed Instruction Reflection & Planning Tool</u> (only those indicators that were covered in this segment). Encourage them to use their notes from the video-tracking tool and from their group discussion to complete it.

21. Bring attention back to the video. Inform participants:

We will now be moving to summary/confirmation. In the next few slides, you will see and hear a variety of strategies that teachers use in the summary/confirmation stage of teacher-directed instruction. In particular, you will see drilling, recitation, questioning, summarizing, and paraphrasing. On page 6 of your workbook, you'll find "Characteristics of Effective Questioning. Take a look at the six characteristics identified and notice if you see them in the clips we are about to watch.

Remember to use your video-tracking tool to take notes of what you see so that you don't forget when it comes time to discuss and complete the reflection tool.

22. Play slides 50—58.

23. Pause after slide 58 and ask participants to reflect on the following questions in small or large groups:

- What did you hear or see in those clips that resonated with you?
- What questions do you have about what you heard or saw?
- Do you have ideas on how you can better incorporate these practices into your instruction? Do you already do it? In what ways?

24. Ask participants to share highlights of their discussions before returning to the video.

25. Give participants a few minutes to complete <u>Handout C: Teacher-Directed Instruction Reflection & Planning Tool</u> (only those indicators that were covered in this segment). Encourage them to use their notes from the video-tracking tool and from their group discussion to complete it.

26. Bring attention back to the video. Inform participants:

We will now move to Teacher-Student Interaction. The way teachers interact with students has a profound impact on a student's interest in learning, particularly a student who lacks intrinsic motivation (motivation from within). It is also a great way to informally gauge and assess student learning. As you watch this next set of slides, think about how you interact with your students. Do you use some of these strategies? Is your approach completely different? Let's watch.

27. Play slides 59—68.

28. Give participants time to complete Part II of <u>Handout B: Teacher-Directed Assessment/ Discussion Questions</u>. Have them discuss their answers in small groups.

29. **Ask participants to share highlights from their discussion with the large group.**

30. **To close out of Part I, turn to <u>Handout C: Reflection & Planning Tool</u>. Ask participants to complete the final three indicators of this tool.**

31. **Once they've completed <u>Handout C</u>, you can ask them:**

Isolate the top THREE practices you will implement immediately upon returning to your classroom from Teacher-Directed Instruction. Create a plan of action – what, who, how, and by when – for each of the three practices.

32. **Ask participants to share their reflections and next steps before proceeding. Also use this time to reference back to comments, experiences, or questions that came up throughout this part and determine steps for follow up (if necessary).**

End Part I: Teacher-Directed Instruction

PART II: Student-Directed Instruction (35 minutes)

Handouts to have ready for this module (in addition to workbook):

Handout A: Video Tracking Tool (from Part I—participants should have this already)

D. Reflection & Planning Tool

1. **Welcome and Introductions**

2. **Review the Module Objectives (these cover all four parts of the Instructional Planning Module)**

Note: Depending on how long it has been since participants engaged in Part I: Teacher-Directed Instruction, it might be a good idea to provide a brief review of the module objectives again.

Module Objectives

As a result of this module, participants/instructional teams will know and be able to:

- Recognize indicators of successful instructional delivery
- Implement instructional delivery practices that capture student interest, promote comprehension and retention of new material, and promote positive student-teacher interactions
- Assign individualized student-directed learning activities to promote student responsibility for learning and application of new learning
- Implement mechanisms to encourage on-going parental involvement in student learning

3. **Review Success Indicators for Part II: Student-Directed Instruction**

- Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others.
- All teachers travel to all areas in which students are working.
- All teachers interact instructionally with students (explaining, checking, giving feedback).
- All teachers interact managerially with students (reinforcing rules, procedures).
- All teachers interact socially with students (noticing and attending to an ill student, asking about the weekend, inquiring about the family).
- When instruction is computer-based, students are engaged and on task.
- When instruction is computer-based, all teachers assess student mastery in ways other than those provided by the computer program.
- All teachers re-teach when necessary.

4. **Provide a brief review of Teacher-Directed Instruction. Use the following script as it is helpful:**

In Part I: Teacher-Directed Instruction, we saw and heard how to effectively deliver material to students in whole-class settings—that is, when we deliver instruction to students at the same time. Part I was organized around the following segments: Behavior, Review, Think, Know, and Show.

In Part II, Student-Directed Instruction, we will watch and see how teachers use this time to provide students the opportunity to practice and apply their new learning on their own, independently, in small groups, and sometimes using the computer.

5. **Ask participants to have their video-tracking tool handy (Handout A from Teacher-Directed Instruction). They can use it to keep track of their notes for Parts II and III as well.**

6. **Play slides 1—8. These slides focus largely on the use of pre-test data to assign activities during work time.**

7. **Pause at the end of slide 10 and ask participants to share their reactions to these first few slides on using pre-test data to differentiate instruction during work time. They may either discuss in small groups or as a large group. Use the following prompts as they are helpful:**

   • What information do you currently use to determine which students need additional support and which students are ready for enhanced learning?

   • How do you configure students for work time—individual work? Small groups? Computers? All of the above?

   • How would the Student Learning Plan (introduced in Instructional Planning) come in handy for work time? Do you think it could be a useful tool for you and your team?

   • What did you see or hear that you would like to try? What would you need to do to get started?

8. **Ask participants to share one highlight from their discussion—whether it's a question, idea, challenge, or reaction. Ask them to keep track of their responses, as they will come in handy for completing the planning and reflection tool.**

9. **Inform participants:**

In the next segment, we will see how student-directed instruction frees up teachers to interact with our students instructionally, managerially, and socially. In other words, helps us to assess our students' learning and get to know them as well.

Ask participants to use the video-tracking tool that was handed out for Part I to keep track of their reactions, questions, and ideas.

10. **Play slides 11—24.**

11. **Pause after slide 24 and ask participants to work in small or large groups to discuss the following questions:**

   • What did you hear or see in those clips that resonated with you?

   • What questions do you have about what you heard or saw?

   • Do you have ideas on how you can better incorporate these practices into your instruction? Do you already do it? In what ways?

   • What challenges do you currently face in implementing these practices?

   • What support do you need to address these challenges?

   • How will you go about securing support?

12. **Ask groups to share one highlight from their discussion—an idea, a question, a challenge, a success, and/or a plan of action.**

13. **Optional: Ask participants to open their workbooks to Cooperative Learning Q & A. They may work individually to review the Q & A or in small groups. Use the following prompt as it is helpful:**

In light of the slides that you just watched--video of students working individually, in groups, at the computer--review the Cooperative Learning Q & A and see if it answers any of the questions that the slides may have raised for you. Use it to also begin formulating a plan for how you can use cooperative learning in your classroom during work time. Think about the kind of preparation this will require and what tools you now have to get started.

14. **Reconvene participants after _____ minutes. (You decide how long you would like the discussion to last.) Ask them to share highlights from their discussion—something they learned that they didn't know, something they thought of that they hadn't considered, what they will do to begin incorporating cooperative learning into work time.**

15. **Bring attention back to the video. Inform participants:**

The final slides focus on the use of computers during student-directed instruction and on the use of post-test data to determine where re-teaching is needed.

16. **Play slides 25—32.**

17. **Give participants an opportunity to reflect on what they saw and heard regarding computer-based instruction and the use of post-test data. Allow them to work as a large group or in small groups. Use the following prompts as they are helpful:**

- What did you hear or see in those clips that resonated with you?

- What questions do you have about what you heard or saw?

- Do you use computer-based instruction in your classroom? If yes, how do you ensure that the program is aligned to instructional objectives? What are some additional ways you assess mastery?

- If not, why not? What prevents you from using the computer as an additional mode of learning for students?

- Do you use post-test data to indicate mastery or to determine where re-teaching is required?

- When and how do you engage in re-teaching throughout the instructional process? Do you provide it during whole-class? Work-time? Both?

18. **Ask participants to share one highlight from their discussion on computer-based instruction and one highlight from their discussion on using post-test data.**

19. **Ask participants to complete <u>Handout D: Reflection & Planning Tool</u>.**

Once they've completed Handout D, you can ask them:

Isolate the top THREE practices in Student-Directed Instruction that you will implement immediately upon returning to your classroom. Create a plan of action—what, who, how, and by when—for each of the three practices.

20. **Ask participants to share their reflections and next steps. Also use this time to reference back to comments, experiences, or questions that came up throughout this part and determine steps for follow up (if necessary).**

End Part II: Student-Directed Instruction

PART III: Parent Communication & Homework (13 minutes)

Handouts to have ready for this module (in addition to workbook):

Handout A: Video Tracking Tool (from Part I—participants should have this already)

E. Parent Communication Discussion Questions

F. Parent Communication & Homework Reflection and Planning Tool

1. Welcome and Introductions

2. Review the Module Objectives (these cover all four parts of the Instructional Planning Module)

Note: Depending on how long it has been since participants engaged in Part I: Teacher-Directed Instruction and Part II: Student-Directed Instruction, it might be a good idea to provide a brief review of the module objectives again.

Module Objectives

As a result of this module, participants/instructional teams will know and be able to:

- Recognize indicators of successful instructional delivery
- Implement instructional delivery practices that capture student interest, promote comprehension and retention of new material, and promote positive student-teacher interactions
- Assign individualized student-directed learning activities to promote student responsibility for learning and application of new learning
- Implement mechanisms to encourage on-going parental involvement in student learning

3. Review Success Indicators for Part III: Parent Communication & Homework

- All teachers systematically report to parents the student's mastery of specific standards-based objectives.
- All teachers maintain a file of communication with parents.
- All teachers regularly assign homework (4 or more days per week).
- All teachers check, mark, and return homework.

4. Provide a brief overview of Parts I & II. Use the following script as it is helpful:

In Part I: Teacher-Directed Instruction, we saw and heard how to effectively deliver material to students in whole-class settings—that is, when we deliver instruction to students at the same time. Part I was organized around the following segments: Behavior, Review, Think, Know, and Show.

In Part II, Student-Directed Instruction, we saw and heard how teachers use work time to provide students the opportunity to practice and apply their new learning independently, in small groups, and sometimes using the computer.

In Part III, Parent Communication & Homework, we will watch and see how teachers can involve parents in their child's learning by talking with them about standards, objectives, and their child's progress

toward mastering them. We will also hear how teachers use homework to provide students with additional opportunities to practice their learning.

5. **Play slides 1 — 9.**

(The Class Progress Chart and Student Learning Report are found in the workbook.)

6. **Pause after slide 9. Use the following script as it is helpful:**

Those clips gave you a lot to think about. To help sort out what you saw and heard, take a few minutes to reflect on the questions provided in <u>Handout E: Parent Communication Discussion Questions</u>. After a few minutes, I will ask you to share your responses with (one or all) members of your group.

7. **After _____ minutes, ask participants to share a summary of their discussion with the large group. (You may decide how long you would like the discussion to last.) Point out/note patterns or similarities that emerge in responses, as well as strategies that are shared for overcoming obstacles/challenges.**

8. **Inform participants that we will now move to Homework. To assist in the transition, you can informally ask participants to share their homework policy or practices regarding homework in general.**

9. **Play slides 10 — 12.**

10. **Ask participants to spend a few minutes completing <u>Handout F: Reflection & Planning Tool</u>.**

11. **After a few minutes, invite participants to share their reflections and next steps with regard to Parent Communication & Homework. Also use this time to reference back to comments, experiences, or questions that came up throughout this part and determine steps for follow up (if necessary).**

End: Instructional Delivery Course

Appendix:

Handouts

A. Video Tracking Tool

B. Teacher-Directed Instruction Assessment/Discussion Questions

C. Reflection and Planning Table: Teacher-Directed Instruction

D. Reflection & Planning Table: Work Time

E. Parent Communication Discussion Questions

F. Reflection and Planning Table: Communication & Homework

Handout A
Video-Tracking Tool

Instructional Delivery Indicators	Notes Sparked By Video Clips/Modules: Questions, Ideas, Thoughts (Note: There are multiple clips for most indicators so you may want to use slide #, title, or some other marker to distinguish between them)
Teacher-Directed Instruction	
Unit pre-tests and post-tests are administered to all students in the grade level and subject covered by the unit of instruction.	
All teachers review the previous lesson.	
All teachers clearly state the lesson's topic, theme, and objectives.	
All teachers stimulate interest in the topic.	
All teachers use modeling, demonstration, and graphics.	
All teachers explain directly and thoroughly.	

Instructional Delivery Indicators	Notes Sparked By Video Clips/Modules: Questions, Ideas, Thoughts (Note: There are multiple clips for most indicators so you may want to use slide #, title, or some other marker to distinguish between them)
All teachers maintain eye contact.	
All teachers use prompting/cueing.	
All teachers re-teach when necessary.	
All teachers review with drilling/class recitation.	
All teachers review with questioning.	
Student-Directed Instruction	
Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others.	
All teachers travel to all areas in which students are working.	

Instructional Delivery Indicators	Notes Sparked By Video Clips/Modules: Questions, Ideas, Thoughts (Note: There are multiple clips for most indicators so you may want to use slide #, title, or some other marker to distinguish between them)
All teachers interact instructionally with students (explaining, checking, giving feedback).	
All teachers interact managerially with students (reinforcing rules, procedures).	
All teachers interact socially with students (noticing and attending to an ill student, asking about the weekend, inquiring about the family).	
When instruction is computer-based, students are engaged and on task.	
When instruction is computer-based, all teachers assess student mastery in ways other than those provided by the computer program.	
All teachers re-teach when necessary.	

Instructional Delivery Indicators	Notes Sparked By Video Clips/Modules: Questions, Ideas, Thoughts (Note: There are multiple clips for most indicators so you may want to use slide #, title, or some other marker to distinguish between them)
Parent Communication & Homework	
All teachers systematically report to parents the student's mastery of specific standards-based objectives.	
All teachers maintain a file of communication with parents.	
All teachers regularly assign homework (4 or more days per week).	
All teachers check, mark, and return homework.	

Handout B

Teacher-Directed Instruction Assessment/Discussion Questions

Instructions: Complete/Discuss the parts of this handout as you are instructed in your facilitated workshop.

Part I: Pre-Assessment--Complete/Discuss Part I prior to viewing the video clips related to Teacher-Directed Instruction.

1. How do teachers currently plan for their direct teaching in whole-class (including small-group) instruction?

2. Is planning closely aligned with the Unit Plan?

3. Are the various segments (Behavior, Review, Think, Know, Show) incorporated into the planning?

4. What works with regard to how you currently plan direct instruction? What could use improvement?

Part II: Post-Planning—Complete/Discuss Part II after your review of Teacher-Directed Instruction.

5. How could the segments Behavior, Review, Think, Know, and Show be useful in Instructional Team planning and sharing? What specifics can you think of from the module?

6. What is the first step you will take to begin incorporating this structure, or one like it, into your planning?

7. What additional support will you need to fully incorporate this structure into your planning and your instructional team's planning? How will you go about obtaining that support?

Handout C

Reflection and Planning Table

Student-Directed Instruction Success Indicators	What Do We Do Now?	How Can It Be Improved?	What Is Our First Step?
Unit pre-tests and post-tests are administered to all students in the grade level and subject covered by the unit of instruction.			
All teachers review the previous lesson.			
All teachers clearly state the lesson's topic, theme, and objectives.			
All teachers stimulate interest in the topic.			
All teachers use modeling, demonstration, and graphics.			
All teachers explain directly and thoroughly.			
All teachers maintain eye contact.			
All teachers use prompting/cueing.			

Student-Directed Instruction Success Indicators	What Do We Do Now?	How Can It Be Improved?	What Is Our First Step?
All teachers re-teach when necessary.			
All teachers review with drilling/class recitation.			
All teachers review with questioning.			
All teachers summarize key concepts.			
All teachers encourage students to check their own comprehension.			
All teachers encourage students to paraphrase, summarize, and relate.			
All teachers verbally praise students.			

Handout D
Reflection and Planning Table

Managing Work Time Success Indicators & Effective Practices	What Do We Do Now?	How Can It Be Improved?	What Is the First Step?
All teachers maintain well-organized student learning material.			
All teachers use a variety of instructional modes.			
When waiting for assistance from the teacher, students are occupied with curriculum-related activities provided by the teacher.			
All teachers use fluid grouping to manage work time activities.			

Handout E
Parent Communication Discussion Questions

1. Does your school actively engage parents in participation? In what ways? Conferences (how often)? Regular correspondence (how)?

2. Does your school have a parent involvement policy? What does it stipulate or require—of you? Of parents?

3. What is your greatest challenge in involving and communicating with parents regarding their child's learning?

4. Are the Class Progress Chart and Student Learning Report tools that would be useful to you in communicating with parents about their child's learning?

Handout F
Reflection and Planning Table

Student-Directed Instruction Success Indicators	What Do We Do Now?	How Can It Be Improved?	What Is Our First Step?
All teachers systematically report to parents the student's mastery of specific standards-based objectives.			
All teachers maintain a file of communication with parents.			
All teachers regularly assign homework (4 or more days per week).			
All teachers check, mark, and return homework.			

For more information, please visit www.indistar.org/action

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