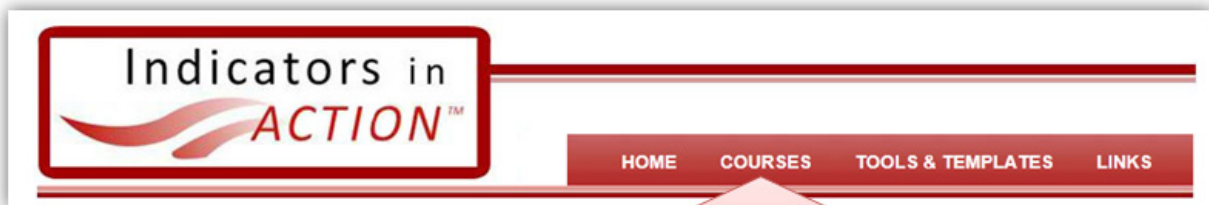


Indicators in Action™

Based primarily on the Center on Innovation & Improvement’s research syntheses, Indicators in Action™ provides an explanation of indicators of effective practice. This resource includes 8 hours of on-line tutorials on 142 indicators for Instruction, Leadership, and School Community, with video demonstrations by school leaders, teachers, and parent leaders. Indicators in Action™ is ideal for professional development, faculty meetings, workshops and as a tutorial for individual educators. It is also perfect for a Leadership Team to better understand indicators it is working on. Even if your state’s indicators are not quite the same, we’ll bet they are close to the ones in Indicators in Action™. Each course also contains a detailed explanation of the course work, a workbook, and a facilitator’s guide. Additional tools and templates are also available on the Indicators in Action™ website, www.indistar.org/action/

CII traveled to 8 states to video great leaders, teachers, and parents demonstrating the effective practices. Nothing is “staged.” These are “real” people doing what they do every day and talking about it.



Instruction		
Module 1	Module 2	Module 3
Instructional Planning ☆ <i>Start Here</i> Part 1 Building Strong Instructional Teams Part 2 Aligning Instruction Part 3 Differentiating Instruction Part 4 Preparing for Instructional Delivery	Classroom Management Part 1 Organizing the Classroom Part 2 Work-Time Part 3 Rules & Procedures	Instructional Delivery Part 1 Teacher - Directed Instruction Part 2 Student - Directed Instruction Part 3 Parent Communication & Homework
Print Workbook Print Facilitator's Guide	Print Facilitator's Guide Print Workbook	Print Workbook Print Facilitator's Guide

Courses and videos
Workbooks
Facilitator's Guide



Frequently Asked Questions

1. Is there a cost to use Indicators in Action™?

CII provides Indicators in Action™ at no cost to schools, districts, teachers, or teams. Indicators in Action™ is also not just available to Indistar® users. Anyone may use this resource. Just go to the CII or Indistar website and click on Indicators in Action™ (www.indistar.org/action/).

2. Who can benefit from using the Indicators in Action™ tool?

Indicators in Action™ is a great tool to be used for workshops, professional development, etc. by teachers, leaders, parent groups, support staff, and teams.

3. What if a school has an iffy internet connection?

On the Indicators in Action™ website, there is a Request DVD button. Ask and you shall receive.

Indicators in Action Presentation

Lois Myran/CII

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 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.			

Homework and Communication with Parents

Research has long established the strong influence of a student's home environment on that student's success in school. Less clear has been what schools can do to engage parents in their children's learning. We now have significant, new research that shows that schools can improve their students' learning by engaging parents in ways that directly relate to their children's academic progress, maintaining a consistent message of what is expected of parents, and reaching parents directly, personally, and with a trusting approach (Epstein, 1995; Henderson & Mapp, 2002; Patrikakou, Weissberg, & Rubenstein, 1999; Redding, 2000). Homework is a primary point of interface between the school and the home, and parents are best able to support the school's purposes for homework when they understand what is expected of students and their role in monitoring their children's homework. Consistency from teacher to teacher and across grade levels and subjects contributes to teachers', parents', and students' understanding of the school's purposes for homework and also reinforces students' formation of independent study habits.

Guidelines for Homework

Homework is most effective when it is used in ways proven to contribute most to student learning and student acquisition of independent study habits. Guidelines for effective homework are:

- Homework must be monitored and followed up.
- Teacher comments on homework are vital; graded homework that counts is most effective. Prompt return of homework by teacher is essential.
- Practice and preparation assignments are primarily the responsibility of the students to complete themselves.
- It is unrealistic to expect parents to play significant instructional roles with homework, especially at the upper grades (Grolnick et al., 1997).
- In the elementary grades, brief forms of parental involvement are desirable (especially those assignments that call for students to show or explain their work to parents and get their reactions).
- Assigning homework for punishment is inappropriate.

Keeping Parents Informed

The most important information a parent can receive is how their child is progressing relative to learning standards, which means relative to the objectives-based standards included in the unit plan. By keeping track of each student's mastery of specific objectives, the teacher knows how to target instruction to specific students and notices objectives that several students may be having difficulty with. Keeping a Class Progress Chart (see below) is a good way for the teacher to maintain essential, formative, in-class assessment. The Class Progress Chart also provide the exact information that is most useful to parents. The Student Learning Report (see below) is merely one student's line from a Class Progress Chart, easily prepared by the teacher to include with a report card or in some other way convey the information to parents. This attention to mastery of standards, apart from other ways of reporting student progress—such as grades—helps educate parents to the meaning of learning standards, standards-based assessment tests, and their role in supporting their child's progress.

Student Learning Report

Teacher: _____
 Grade Level: _____ Unit of Instruction Code: _____
 Subject: _____
 Unit of Instruction: _____
 Reporting Period: _____ Pre- Test Date: _____ Post- Test Date: _____

TARGET OBJECTIVES (code and descriptor)											
Student's Name											

<input type="checkbox"/> Pre- Test Mastered	<input type="checkbox"/> Mastered in Activity	<input type="checkbox"/> Post- Test Mastered	<input checked="" type="checkbox"/> Pre- and Post- Test Mastered
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Teacher comments:

Parent comments:

Using Indicators in Action in Team Meetings

Larry Kugler/MACC

Wise Ways® / Center on Innovation & Improvement

Indicator: Instructional Teams use student learning data to plan instruction. (107)

Evidence Review:

Schools have invested heavily in curriculum alignment, mapping their curricula to standards, benchmarks, and specific items of standards-based assessment. The resulting alignment is a set of data, a body of information carefully organized that helps answer the question “What do we expect a student to know?” The challenge that lies ahead for most schools is to draw further connections between the aligned curriculum, the taught curriculum, the most efficacious instructional strategies, and the mastery evidenced by the individual student. This must be done in a way that assures that all students achieve the expected level of mastery while allowing each student ample opportunity to soar beyond that minimum expectation. The linkage from curriculum to instruction is tenuous in many schools, and insufficient systems are in place for capturing information about what is taught, how it is taught, and how it might best be learned by an individual student.

The research literature provides a wealth of information on instructional practices, but the usefulness of this information cannot be assumed from its abundance. Matching particular practices to the subject area, grade level, and students’ prior learning can be a massive undertaking, leaving too much unproductive chaff in the bushel of productive grain. In the end, the teacher must hit the target where content, instructional mode, and learner requisites optimally meet. A DBDM (Data-based decision-making) system can help a teacher hit the target. Monitoring the application of targeted learning strategies by teachers can help a school refine its professional development processes and improve its teachers’ effectiveness.

Some decisions are best made by the teachers responsible for particular groups of students—grade level teams or subject area teams, which we will call “instructional teams.” Instructional Teams are manageable groupings of teachers by grade level or subject area who meet to develop instructional strategies aligned to the standards-based curriculum and to monitor the progress of the students in the grade levels or subject area for which the team is responsible. Instructional Teams need time for two purposes: 1) meetings, and 2) curricular and instructional planning. A 45-minute meeting twice a month is ideal for maintaining communication and organizing the work at hand, operating with agendas, minutes, and focus. In addition, a block of 4 to 6 hours of time once a month is necessary for curricular and instructional planning, and additional whole days before and after the school year are a great advantage.

Source: Sam Redding, *The Mega System. Deciding. Learning. Connecting. A Handbook for Continuous Improvement Within a Community of the School.*

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