

Academic Development Institute

Instructional Planning Facilitator's Guide

Building Strong Instructional Teams
Aligning Instruction
Differentiating Instruction
Preparing for Instruction

Indicators in

 **ACTION**TM

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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:



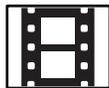
Facilitator commentary



Work in small group



Share with the group



Show video



Handouts



Workbook

Part 1: Building Strong Instructional Teams (28 Minutes)



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

- A. Teaming – A Quick Assessment
- B. Characteristics of Good Teamwork
- C. Reflection & Planning Table: Building Strong Instructional Teams



1. Welcome and Introductions



2. Review workbook

Note: Either have copies of the 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 planning practice
- Implement practices that focus instructional teaming discussions and actions on curricular alignment, student learning, and improved instructional practice
- Follow steps to ensure that instructional units and instructional delivery are aligned with standards-based curricular objectives
- Collect and examine student learning data to personalize instruction, achieve greater curricular alignment, and improve instructional strategies
- Plan units of instruction using a variety of instructional modes

4. Review Success Indicators for Part I: Building Strong Instructional Teams

- A team structure is officially incorporated into the school improvement plan and school governance policy.
- Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams.
- Instructional Teams meet for blocks of time (4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data.
- All teams prepare agendas for their meetings.
- All teams maintain official minutes of their meetings.

5. Before playing the video, activate prior knowledge with Handout A: Teaming – A Quick Assessment.

Communicate the following to participants:



Before we get started on the video, we're going to activate your prior knowledge by reviewing your current experience with instructional teaming. To do that, I want you to take a minute to assess the

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presence (or absence) of the instructional teaming indicators in your school using this quick assessment. You can complete this handout individually. After you've completed it and answered the brief analysis, take a minute to share your thoughts with your neighbor or as a group at your table. We will share our discussions in ___ minutes. (You can insert how long you would like the activity to last.)



6. Bring group back to focus. Ask participants to share highlights of their discussions and ask them what they currently know or what questions they have about building strong Instructional Teams. Keep track of experiences and questions, and use them as a reference throughout the course.



7. Play slides 1 – 2, Introduction.



8. At the conclusion of slide 2, pause the video and tell participants:

For the next several slides, you will listen to teachers and principals at all levels – elementary, middle, and high – discuss the value that teaming adds to teaching and learning in their school.

As you listen to these teachers and principals, take notes about what you hear. At the conclusion of these clips, be prepared to share what you've noted (in a small group or as a large group).



9. Play slides 3 – 9.



10. Ask participants to share what they've noted (in small groups or as a large group). You can use the following prompts to guide your discussion:



- What did you hear in those clips that resonated with you?
- What questions do you have about what you heard?
- Can you think of other benefits of instructional teaming?



11. Handout B: Characteristics of Good Teamwork

12. Prepare participants for what comes next:



In the next segment, we will watch teams in action. First, let's take a look at this list of characteristics of good teamwork. Take a minute to review the list. The narrator will give us further direction on what to do with this list in a minute, and we'll discuss this further at the conclusion of this clip.



13. Play slides 10 – 11. The narrator will prompt participants to view this list and ask them to use it, as they observe teams in action over the next several clips.

Note: Slide 11 is 5 minutes, 36 seconds long, but it is a thorough clip that shows team planning in action and how team members support one another in improving their instruction. You may choose to play this clip in its entirety or pause it at various spots to engage participants in discussion about what they see.



14. Pause the video at the conclusion of slide 11 and ask participants to share what they observed. You can use the following prompts to guide your discussion:

- What are your initial reactions to this clip?
- What benefits to teaming did you observe in action?
- What characteristics of good teamwork did this team demonstrate?
- What were they able to accomplish as a team that they might not have accomplished if they didn't work as a team?
- What do you think helped them to be productive?
- How does this team compare with your team? What is similar? Different? Use the results of your quick assessment, if it is helpful.



15. Play slides 12 – 16.



16. Pause after slide 16. Allow participants to share how teams are configured in their school. Use the following prompts to guide your discussion.

- How are teams configured in your school?
- What are the benefits of that configuration for YOU?
- What are some additional configurations that might work in your school?
- What do you perceive as barriers to alternative configurations in your school?



17. Play slides 17 – 19.



18. Pause at the end of slide 19. Allow participants to share their thoughts on what they viewed that relate to finding time for teaming. Use the following prompts to guide the discussion.

- Did you hear anything in these clips that inspired you or that you would like to do in your teams?
- Are there things you could do NOW to improve? What kinds of things?
- Does anyone have any experiences they can share about how teaming has evolved in their school? What did it take to get there?



19. Continue with slide 20 – 25, the end of the course module. At the conclusion, and before moving onto Part II: Aligning Instruction, remind participants that sample templates of the forms discussed are provided in the workbook.



20. Ask participants:

Do you have any final thoughts or remarks to share before we proceeding to the reflection tool? The reflection tool in our handout asks us to assess the status of your school in each of the instructional teaming success indicators.



21. Handout C: Reflection & Planning Table. Use the following script:

Before we move on to Part II: Aligning Instruction, please take a minute to work individually or in groups to complete this reflection tool.

You will see that it asks you to assess where you currently are with regard to each indicator, how you feel you can improve, and the first step you'll take to ensure improvement.

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22. 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 out of the opening activity (quick assessment) and determine steps for follow up (if necessary).

END Part I: Building Strong Instructional Team

Part II: Aligning Instruction (34 Minutes)



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

D. Reflecting on Alignment

E. Reflection & Planning Table: Aligning Instruction

- 1. Briefly review highlights from the first module: Building Strong Instructional Teams. The narrator does this in slide 1, Introduction. We've provided some text for you to introduce this segment.**



In the first part of this Instructional Planning Module, we saw and heard about the value that teaming brings to teaching and learning. We were also reminded that teaming isn't something that just happens – it takes commitment, effort, and time on the part of administrators and teachers alike. We discussed ways that teaming operates in your schools and ways it can be improved. Armed with some strategies for making those improvements, we're ready to move on to the next phase of instructional planning – aligning the curriculum. This work is a central component to the work of teams. Let's get started.

2. Review Success Indicators for Part II: Aligning Instruction

- Instructional Teams develop standards-aligned units of instruction for each subject and grade level.
- Units of instruction include standards-based objectives and criteria for mastery.
- Units of instruction include specific learning activities aligned to objectives.
- Units of Instruction include pre-post tests to assess student mastery of standards based objectives.
- Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.



- 3. Play slides 1-5.**



- 4. Pause at the end of slide 5. Ask participants to complete Handout D: Reflecting on Alignment individually or discuss their answers in small groups.**



- 5. Ask small groups to share their best idea or one thing they would like to incorporate into their school/team.**



- 6. Play slide 6.**



- 7. At the end of Slide 6, pause the course and ask participants to talk about the process that they use for developing unit plans in their teams.**



- 8. Wrap up the discussion/sharing related to the steps for developing a unit plan. You can prompt participants for what they will see next:**

We're going to see and hear a more in-depth discussion and implementation of the last few steps – developing standards-aligned objectives, criteria for mastery, and pre-post test assessments before moving on to the use of student data.



9. Play slides 7 –19.



10. Pause after slide 19 and ask participants to share as a group (large or small) something that they liked about what they saw or heard or want to know more about.



- What did you hear in those clips that resonated with you?
- What questions do you have about what you heard?
- Can you think of other benefits?

11. Before proceeding onto slides 20 – 21, prompt the participants for what they will see:



The focus will now turn to student data – the core of the instructional teaming process. We will watch a clip of a team using student data to assess the alignment of the curriculum – written, taught, tested – and listen as they talk through where gaps might exist and how they will remedy them.

Note: Slide 21 is over 7 minutes long, but it is masterful at demonstrating how teams use student data to precisely inform decisions about student learning and their instruction.



12. Pause after slide 21 and ask participants to work in small groups. Use these prompts if they are helpful to guide the discussion.



- What ideas or thoughts did this clip trigger for you?
- What struck you most about what you saw and heard as it relates to student learning?
- How do you use student- learning data in your school/team?
- What needs to happen in order for your team to use student data in this way? How can you get started?



13. Ask small groups to share their best idea from the discussion and/or what steps they plan to take to ensure better use of student learning data in their instructional teams.



14. Play slides 23 through the end. These slides continue to emphasize the importance of student learning data in instructional teaming.



15. At the conclusion, ask the participants to discuss in small groups and then share out:



Discuss in your group any new ideas generated from this clip about how student-learning data can be used or how you can use it more efficiently in your teaming and teaching.



16. Ask participants to spend some time working on Handout E: Reflection & Planning Table.



17. Ask participants to share their reflections and to share next steps. Also use this time to reference back to comments, experiences, or questions that came out of the discussions and agree on a process for keeping the discussion moving and/or following up on progress.

End Part II: Aligning Instruction

Part III: Differentiating Instruction (24 Minutes)



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

- F. Capturing Data
- G. Student Profile Review
- H. Student Profile Template
- I. Reflection & Planning Table: Differentiating Instruction



1. Welcome participants and introduce Part III: Differentiating Instruction. Slide 1 of this Part does a great job of reviewing what has already been covered in Part 1 and Part 2.

2. Review Success Indicators: Differentiating Instruction

- All teachers test frequently using a variety of evaluation methods and maintain a record of the results.
- All teachers maintain a record of each student's mastery of specific learning objectives.
- Instructional Teams use student learning data to plan instruction.
- Instructional Teams use student learning data to identify students in need of instructional support or enhancement and plan instruction accordingly.
- All teachers maintain a record of each student's mastery of specific learning objectives.
- Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of early mastery of objectives).



3. Play slides 1 – 4.



4. Pause at the end of slide 4 and ask Participants to take a few minutes to answer the questions on Handout F: Capturing Data (individually or in small groups).



5. Ask participants to share highlights of their discussions, and ask them what they currently know and do or what questions they have about capturing student data. Keep track of experiences and questions and use them as a reference throughout the course.

6. Bring attention back to the course module by saying:



We will now watch and hear about the purpose of assessment, the types of data, and ways to capture it.



7. Play slides 5-8.



8. At the conclusion of slide 8, pause the module, review Handout G: Student Profile Review and ask participants to reflect on the student profile (Handout H: Student Profile Template).



9. Ask groups to share highlights from their discussion (what they like about the tool) and any adaptations that they will be making (how will they change it).



10. Return to the course module, play slides 9–16.

11. Pause at the end of slide 16. Allow teams to talk about how their instructional teams currently use student data. Use the following prompts, as they are useful:



Before we move on, take a few minutes (in large or small groups) to talk about the ways you currently use student data in your instructional team and ideas you have for improving. Use this time to talk about something you saw or heard that stands out to you, or use these more focused prompts to guide your discussion:



- Discuss the ways you and your team use student data that is similar to the teams you just saw or ways that are different.
- Discuss one way your team could capture and use data more effectively.
- Discuss one way you would like to use data that you are not using it now. Why aren't you using it in that way now? What will need to happen in order for you to do so?



12. Reconvene teams and ask them to share one highlight, one best idea, or one thing they will do to capture and use student data more effectively.



13. Play slides 17–21.



14. Ask teams to consider all that they've seen and heard in this module.



- What did you hear that resonated with you?
- What questions do you have?
- What action will you take?
- How will you use or adapt the Student Profile and the Class Progress Chart?



15. Ask participants to complete Handout I—Reflection & Planning Table.



16. Ask participants to share their reflections and to share next steps. Also use this time to reference back to comments, experiences, or questions that came out of the discussions and agree on a process for keeping the discussion moving and/or following up on progress.

End Part III: Differentiating Instruction

PART IV: Preparing for Instructional Delivery (17 minutes)



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

- J. Sample Student Learning Plans
- K. Student Learning Plan Review
- L. Preparing for Instruction Reflection



1. **Welcome participants and introduce Part IV: Preparing for Instructional Delivery. Slide 1 of this Part does a great job of reviewing what has already been covered in Part 1, Part 2, and Part 3.**



2. **Show Slide 1.**

3. **Review Success Indicators: Preparing for Instructional Delivery**

- All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.
- All teachers develop weekly lesson plans based on aligned units of instruction.
- Materials for standards-aligned learning activities are well-organized, labeled, and stored for convenient use by teachers.
- All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment.



4. **Play slides 2–8.**



5. **Pause at the end of slide 8 and ask participants to discuss (in small or large groups) how their instructional schedules support their ability to individualize instruction. Use the following prompts, as they are helpful:**



- *What process do you use to establish your weekly and daily schedule?*
- *Does your instructional scheduling accommodate both whole-class and work-time instruction? How?*
- *Are you able to use work-time to provide more individualized instruction to students?*
- *What are some challenges that you face in individualizing instruction? Did you hear any suggestions in this module that might help you overcome them?*



6. **Reconvene groups and ask them to share highlights from their discussion – a best idea, a question, or a challenge that they discussed.**



7. **Play slides 9–12.**

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8. Pause after slide 12 and ask participants to study Handout J: Student Learning Plan Examples (3 pages) to get an idea of how they accommodate different needs. Provide them with an opportunity to discuss with their group and to complete Handout K: Student Learning Plan Review.



9. Reconvene the group and ask them to share their best idea, one question, or one suggestion they have regarding their review of student learning plans.



10. Play slides 13–17.



11. Ask teams to consider all that they've seen and heard in this module.

- What did you hear that resonated with you?
- What questions do you have?
- What action will you take?



12. Finally, ask participants to complete Handout L – Reflection & Planning Table.



13. Ask participants to share their reflections share on next steps. Also use this time to reference back to comments, experiences, or questions that came out of the discussions and agree on a process for keeping the discussion moving and/or following up on progress.

End: Instructional Planning Course

Appendix:
Handouts

- A. Teaming: A Quick Assessment
- B. Characteristics of Good Teamwork
- C. Reflection & Planning Table: Building Strong Instructional Teams
- D. Reflecting on Alignment
- E. Reflection & Planning Table: Aligning Instruction
- F. Capturing Data
- G. Student Profile Review
- H. Student Profile Template
- I. Reflection & Planning Table: Differentiating Instruction
- J. Sample Student Learning Plans
- K. Student Learning Plan Review
- L. Preparing for Instruction Reflection

Handout A

Teaming: A Quick Assessment

Assess the presence of the Teaming Success Indicators in your school:

1. Teams are organized by: (check all that apply)

- Grade Level
- Grade Level Cluster
- Subject Area
- Other
- None of the above, we do not team in our school

2. Our team meets for the following purposes: (check all that apply)

- To conduct business, review student progress, and coordinate efforts
- To co-develop aligned units of instruction and related materials
- Other
- None of the above, we do not have an articulated purpose

3. Our team uses student learning data in order to (check all that apply):

- Assess strengths and weaknesses of the curriculum
- Plan instruction
- Other
- None of the above, we do not use student learning data

4. Effective Teaming in my school is supported with (check all that apply):

- Timely access to student learning data reports
- Dedicated time to meet
- Frequent, shorter intervals to conduct business
- Four to six hour blocks, once per month, and whole days before and after the school year to plan instruction
- A quiet place to meet, free from distractions
- Other
- None of the above

5. These practices are followed by our team (check all that apply):

- Meetings are guided by agendas
- A Team Leader ensures we remain focused on our purpose and outcomes
- Minutes are recorded and disseminated to members and to the principal
- A time-keeper keeps ensures that we do not spend too much time on any particular item
- None of the above

Quick Reflection

1. What did your assessment reveal about your Instructional Team's structure and operational procedures?
2. Are the Success Indicators present or do you have some distance to go?
3. What questions do you have about Building Strong Instructional Teams and what thoughts do these indicators raise about how teaming occurs in your school?

Handout B

Characteristics of Good Teamwork

Instructions: As you review slide 11, "High Functioning Teams", notice whether or not the following indicators are present in their interaction.

- A high-level of interdependence exists among team members
- The team leader exhibits strong people skills and is committed to a team approach
- Each team member is willing to contribute
- The climate is relaxed and fosters honest and productive dialogue
- Team members demonstrate mutual trust
- Members are willing to take risks
- The purpose, goals, and outcomes of the meeting are clear
- Team member roles are defined
- Team members can examine individual and team errors without launching personal attacks
- The team has capacity to generate new ideas and be creative
- Each team member knows that he or she can influence the team agenda

Handout C
Reflection and Planning Table

Building Strong Instructional Teams Success Indicators	What Do We Do Now?	How Can It Be Improved?	What Is the First Step?
All teams prepare agendas for their meeting.			
All teams maintain official minutes of their meetings.			
Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams.			
Instructional Teams meet for blocks of time sufficient to develop and refine units of instruction and review student learning data (4 to 6 hour blocks, once a month; whole days before and after the school year).			
Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.			
Instructional Teams use student learning data to plan instruction.			

Handout D **Reflecting on Alignment**

Instructions: Read the following prompts and record your answers in the space below.

Describe the alignment process that is used in your school. Use the following prompts to guide your reflection.

Does alignment exist between the written curriculum, the tested curriculum, the supported curriculum, and the taught curriculum?

How does curricular alignment support you in your instructional planning?

If alignment does not exist, describe some of the challenges it presents in your teaching and in your students' learning.

What is one thing you heard in the video clips that you'd like to learn more about or that you'd like to try in your school or team?

Handout E
Reflection and Planning Table

Aligning Instruction Success Indicators	What Do We Do Now?	How Can It Be Improved?	What Is the First Step?
Instructional Teams develop standards-aligned units of instruction for each subject and grade level.			
Units of instruction include standards-based objectives and criteria for mastery.			
Units of instruction include specific learning activities aligned to objectives.			
Units of Instruction include pre-post tests to assess student mastery of standards based objectives.			
Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.			

Handout F

Capturing Data

Instructions: Read the following questions related to capturing data and record your responses in the space below.

1. In the clip, you saw how one teacher using Journaling with her chemistry students to assess where they are in their learning and help them to process what they've learned. What are some other benefits of journaling?
2. Do you use journaling in your classroom currently? Did watching this clip provide you with any ideas for how you might enhance this practice? What questions do you have about how to get started? What do you need to do to get started?
3. In the second clip, the teacher shared how she captures data during instruction—in whole group and during work time. Would either of her methods work for you—using checklists during whole group and then taking more in-depth notes during work time? In what ways would this practice benefit your teaching and your student's learning?
4. What are some additional ways that teachers can capture informal student data? What strategies do you use?
5. If capturing student data throughout a lesson is a challenge for you, what makes it a challenge? What kind of support do you need to address it? What is your first step?

Handout G **Reflecting on the Student Profile**

While academic achievement is at the forefront of a school's concern, there are a number of factors and influences on achievement that a teacher must capture and understand. A student profile can help collect these data in a single place and provide a great deal of information to the teacher, especially when it is reviewed, updated, and used on a regular basis (supplemented with other data sources, of course.)

Instructions: As a team, review the Student Profile and determine if this tool would capture useful data for you and your team. Once you review it (and adapt it) commit to using it by submitting a prototype to your principal for consideration.

- Does the Team like the basic format of this example, what do you think needs to be changed or added to make it better, or more fitting to your purposes?

- If you do not like this example, please design a prototype that can be submitted to the principal for consideration?

- If you do not like this example, please design a prototype that can be submitted to the principal for consideration.

- Agree on a date by when you will submit your prototype to the principal for consideration?

Handout H: Student Profile Template

Work Sample H

Student's Name _____ Teacher's Name _____ Grade _____
 Parents/Guardians _____ Subject: _____
 Address _____ Phone Number _____ E-Mail: _____

Interests/Abilities	Classroom Diagnostic Data	Instructional Strategies/Monitoring
Previous Teacher What is the most important thing I need to know about this child? Child What do I need to know about you?	Unit Post-test Results 1) _____ 2) _____ 3) _____ 4) _____ 5) _____ 6) _____ 7) _____ 8) _____ 9) _____ 10) _____	Student's Strengths: Student's Difficulties:
Interests Parent(s)		SLP activities Quarterly Ratings Independent _____ Cooperative _____ Activity _____ Homework _____ Very Good (VG), Good (G), Poor (P)
What do I need to know about your child? Clubs, Extracurricular	Student Work Portfolio Review dates: Rating: _____ _____ _____ _____ Complete (C) Incomplete (I)	Classroom Support IEP Highlights Co-Teacher Other

Handout I
Reflection and Planning Table

Differentiating Instruction Success Indicators	What Do We Do Now?	How Can It Be Improved?	What Is the First Step?
All teachers maintain a record of each student's mastery of specific learning objectives.			
Instructional Teams use student learning data to plan instruction.			
Instructional Teams use student learning data to identify students in need of instructional support or enhancement and plan instruction accordingly.			
All teachers maintain a record of each student's mastery of specific learning objectives.			
Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of early mastery of objectives).			

**Handout J: Sample Student Learning Plans
Student Learning Plan (Example for most students)**

Student's Name: _____ Teacher's Name: Mrs. Hanger
 Pre-Test Date: 9/3/10 Post-Test Date: 10/2/10 Subject: Reading
 Standards/Benchmarks Codes: A3 Objective Codes: 3R1-1 to 3R1-4 Week(s) of: Sept 11, 2010

Sequence	Independent Activities (Check)	Centers (Number AC)	Homework (Circle)	Teacher Check
1	___ 1) What is a sentence? p. 17 X ___ 2) Sentence Structure jp. 20, C & D ___ 3) Declarative and Inter. Sentences p. 24, A & B ___ 4)	AC 2 CC ___ EC ___	___ 1) p. 3, 6-15 X ___ 2) p. 3, 16-20 ___ 3) p. 28, 1925 Add Label words to make a sentence ___ 4)	Initial/Date
2	___ 1) Senence Punctuation p. 18, B X ___ 2) Imperative and Excl. p. 19, 2-10 ___ 3) Letter writing, p. 25 C & D ___ 4) Booktime	AC 2 CC X EC ___	___ 1) p. 5, 13-20 Punctuation X ___ 2) p. 7, 8-15 Label sentences ___ 3) Finsih letter ___ 4) Read for 20 minutes	
3	___ 1) Vocabulary building worksheet X ___ 2) Context clues worksheet ___ 3) Combining sentences worksheet ___ 4)	AC 2 CC ___ EC ___	___ 1) p 39, 1-6 Create sentences X ___ 2) p. 39, 7-11 ___ 3) p 23, 6-12 Context clues/combining ___ 4) Main idea	
4	___ 1) Combining words p. 21 A X ___ 2) Vocabulary list of the week ___ 3) Parts of a sotry worksheet ___ 4)	AC 2 CC ___ EC ___	___ 1) Where you would like to visit ___ 2) ___ 3) p. 55, 1-2 ___ 4)	
5	___ 1) Time-order words worksheet X ___ 2) Detail sentences p. 21 B ___ 3) Main idea worksheet ___ 4) Booktime	AC 2 CC ___ EC X	___ 1) Paragraph using time-order words X ___ 2) p. 50, Write 4 details ___ 3) p. 72, 1-6 Main idea and details ___ 4) Read for 20 minutes	

Centers: AC _____ = Activity Center and number of activity to complete; CC = Cooperative Center; EC = Exploratory Center
 Activity Number and Title correspond with Activity Instructions.

Student: Draw line through completed activity. Teacher Check indicates that sequence was completed by student.

Teacher Comments: _____
 Parent Comments: _____
 Parent Signature: _____ Date: _____

Student Learning Plan (Example for students not initially ready for target objectives)

Student's Name: _____ Teacher's Name: Mrs. Hanger

Pre-Test Date: 9/3/10 Post-Test Date: 10/2/10 Subject: Reading

Standards/Benchmarks Codes: A3 Objective Codes: 3R1-1 to 3R1-4 Week(s) of: Sept 11, 2010

Sequence	Independent Activities (Check)	Centers (Check) (Number AC)	Homework (Circle)	Teacher Check Initial/ Date
1	<p><input checked="" type="checkbox"/> 1) What is a sentence? p. 17</p> <p><input type="checkbox"/> 2) Sentence Structure jp. 20, C & D</p> <p><input type="checkbox"/> 3) Declarative and Inter. Sentences p. 24, A & B</p> <p><input type="checkbox"/> 4) Booktime</p>	<p>AC <u>1</u></p> <p>CC _____</p> <p>EC _____</p>	<p><input checked="" type="checkbox"/> 1) p. 3, 6-15</p> <p><input type="checkbox"/> 2) p. 3, 16-20</p> <p><input type="checkbox"/> 3) p. 28, 1925 Add Label words to</p> <p><input type="checkbox"/> 4) make a sentence</p>	
2	<p><input checked="" type="checkbox"/> 1) Senence Punctuation p. 18, B</p> <p><input type="checkbox"/> 2) Imperative and Excl. p. 19, 2-10</p> <p><input type="checkbox"/> 3) Letter writing, p. 25 C & D</p> <p><input type="checkbox"/> 4) Booktime</p>	<p>AC <u>1</u></p> <p>CC <input checked="" type="checkbox"/></p> <p>EC _____</p>	<p><input type="checkbox"/> 1) p. 5, 13-20 Punctuation</p> <p><input checked="" type="checkbox"/> 2) p. 7, 8-15 Label sentences</p> <p><input type="checkbox"/> 3) Finsih letter</p> <p><input type="checkbox"/> 4) Read for 20 minutes</p>	
3	<p><input checked="" type="checkbox"/> 1) Vocabulary building worksheet</p> <p><input checked="" type="checkbox"/> 2) Context clues worksheet</p> <p><input type="checkbox"/> 3) Combining sentences worksheet</p> <p><input type="checkbox"/> 4) worksheet</p>	<p>AC <u>1</u></p> <p>CC _____</p> <p>EC _____</p>	<p><input type="checkbox"/> 1) p 39, 1-6 Create sentences</p> <p><input checked="" type="checkbox"/> 2) p. 39, 7-11</p> <p><input type="checkbox"/> 3) p 23, 6-12 Context clues/combining</p> <p><input type="checkbox"/> 4) Main idea</p>	
4	<p><input type="checkbox"/> 1) Combining words p. 21 A</p> <p><input checked="" type="checkbox"/> 2) Vocabulary list of the week</p> <p><input type="checkbox"/> 3) Parts of a sotry worksheet</p> <p><input type="checkbox"/> 4)</p>	<p>AC <u>2</u></p> <p>CC _____</p> <p>EC _____</p>	<p><input checked="" type="checkbox"/> 1) Where you would like to visit</p> <p><input type="checkbox"/> 2)</p> <p><input type="checkbox"/> 3) p. 55, 1-2</p> <p><input type="checkbox"/> 4)</p>	
5	<p><input type="checkbox"/> 1) Time-order words worksheet</p> <p><input checked="" type="checkbox"/> 2) Detail sentences p. 21 B</p> <p><input type="checkbox"/> 3) Main idea worksheet</p> <p><input type="checkbox"/> 4) Booktime</p>	<p>AC <u>2</u></p> <p>CC _____</p> <p>EC _____</p>	<p><input type="checkbox"/> 1) Paragraph using time-order words</p> <p><input checked="" type="checkbox"/> 2) p. 50, Write 4 details</p> <p><input type="checkbox"/> 3) p. 72, 1-6 Main idea and details</p> <p><input type="checkbox"/> 4) Read for 20 minutes</p>	

Centers: AC _____ = Activity Center and number of activity to complete; CC = Cooperative Center; EC = Exploratory Center

Activity Number and Title correspond with Activity Instructions.

Student: Draw line through completed activity. Teacher Check indicates that sequence was completed by student.

Teacher Comments: _____

Parent Comments: _____

Parent Signature: _____ Date: _____

Student Learning Plan (Example for students demonstrating early mastery)

Student's Name: _____ Teacher's Name: Mrs. Hanger

Pre-Test Date: 9/3/10 Post-Test Date: 10/2/10 Subject: Reading

Standards/Benchmarks Codes: A3 Objective Codes: 3R1-1 to 3R1-4 Week(s) of: Sept 11, 2010

Sequence	Independent Activities (Check)	Centers (Check) (Number AC)	Homework (Circle)	Teacher Check
1	<p>1) What is a sentence? p. 17 <input checked="" type="checkbox"/> 3) Declarative and Inter. Sentences p. 4) 24, A & B</p> <p>2) Sentence Structure jp. 20, C & D <input checked="" type="checkbox"/> 4) <input type="checkbox"/></p>	<p>AC <input checked="" type="checkbox"/> 2</p> <p>CC <input type="checkbox"/></p> <p>EC <input type="checkbox"/></p>	<p>1) p. 3, 6-15 <input type="checkbox"/> 3) p. 28, 1925 Add Label words to</p> <p>2) p. 3, 16-20 <input checked="" type="checkbox"/> 4) make a sentence <input type="checkbox"/></p>	Initial/Date
2	<p>1) Senence Punctuation p. 18, B <input checked="" type="checkbox"/> 3) Letter writing, p. 25 C & D</p> <p>2) Imperative and Excl. p. 19, 2-10 <input type="checkbox"/> 4) Booktime <input type="checkbox"/></p>	<p>AC <input checked="" type="checkbox"/> 3</p> <p>CC <input checked="" type="checkbox"/> X</p> <p>EC <input type="checkbox"/></p>	<p>1) p. 5, 13-20 Punctuation <input checked="" type="checkbox"/> 3) Finsih letter</p> <p>2) p. 7, 8-15 Label sentences <input type="checkbox"/> 4) Read for 20 minutes <input type="checkbox"/></p>	
3	<p>1) Vocabulary building worksheet <input type="checkbox"/> 3) Combining sentences worksheet</p> <p>2) Context clues worksheet <input checked="" type="checkbox"/> 4) worksheet <input type="checkbox"/></p>	<p>AC <input checked="" type="checkbox"/> 3</p> <p>CC <input type="checkbox"/></p> <p>EC <input type="checkbox"/></p>	<p>1) p 39, 1-6 Create sentences <input type="checkbox"/> 3) p 23, 6-12 Context clues/combining</p> <p>2) p. 39, 7-11 <input checked="" type="checkbox"/> 4) Main idea <input type="checkbox"/></p>	
4	<p>1) Combining words p. 21 A <input checked="" type="checkbox"/> 3) Parts of a sotry worksheet</p> <p>2) Vocabulary list of the week <input type="checkbox"/> 4) <input type="checkbox"/></p>	<p>AC <input checked="" type="checkbox"/> 3</p> <p>CC <input type="checkbox"/></p> <p>EC <input type="checkbox"/></p>	<p>1) Where you would like to visit <input checked="" type="checkbox"/> 3) p. 55, 1-2</p> <p>2) <input type="checkbox"/> 4) <input type="checkbox"/></p>	
5	<p>1) Time-order words worksheet <input checked="" type="checkbox"/> 3) Main idea worksheet</p> <p>2) Detail sentences p. 21 B <input checked="" type="checkbox"/> 4) Booktime <input type="checkbox"/></p>	<p>AC <input checked="" type="checkbox"/> 3</p> <p>CC <input type="checkbox"/></p> <p>EC <input type="checkbox"/></p>	<p>1) Paragraph using time-order words <input checked="" type="checkbox"/> 3) p. 72, 1-6 Main idea and details</p> <p>2) p. 50, Write 4 details <input type="checkbox"/> 4) Read for 20 minutes <input type="checkbox"/></p>	

Centers: AC _____ = Activity Center and number of activity to complete; CC = Cooperative Center; EC = Exploratory Center

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Teacher Comments: _____

Parent Comments: _____

Parent Signature: _____ Date: _____

Handout K
Student Learning Plan Review

Student Learning Plan	What Do We Do Now?	How Can It Be Improved?	What Is the First Step?
<p>What are the different ways students are assessed in classrooms at your school? How is that information applied to learning?</p>			
<p>What does “personalizing instruction” at the individual level look like at your school?</p>			
<p>How does “personalizing instruction” at the individual level look at your school?</p>			
<p>How does a teacher monitor and direct learning in your classrooms? How do students monitor and assume responsibility for their own learning?</p>			
<p>Consider a document that allows students to monitor their own aligned subject work (i.e., Student Learning Plan). Is this a feasible application for classrooms at your school?</p>			

Handout L
Reflection and Planning Table

Building Strong Instructional Teams Success Indicators	What Do We Do Now?	How Can It Be Improved?	What Is the First Step?
All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.			
All teachers develop weekly lesson plans based on aligned units of instruction.			
All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment.			
Materials for standards-aligned learning activities are well-organized, labeled, and stored for convenient use by teachers.			

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



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