**Activity 1 – Cloze Activity**

**Word Bank**

semantics deconstruction deconstruct component aim assess behavior

**Deconstruct the Indicator**

When the Leadership Team Members are charged with preparing to ------ an effective practice indicator, they review relevant research centered on that effective practice.

Prior to coming to the Leadership Team meeting, each member will first **-----------** the indicator, and next do a close read of the research brief by annotating any text information that builds deeper understanding of the steps/processes necessary to fully implement and cement that professional practice for all educators in their district and schools.

While many indicators are very straightforward, some are richly layered in complexity. The deconstruction process allows for deeper understanding of the indicator expectations. Deeper indicator understanding for all team members increases the likelihood that the team will be able to recognize how often, where, and when the district and school demonstrates the observable --------- inherent to the indicator.

Deconstruction requires burrowing into the indicator language; the --------- that connote and denote meaning. Engaging a team in this sense making activity supports members in their ability to articulate the indicator expectations to all key stakeholders.

Ask what is the ultimate goal of the indicator itself as it is written?Decide if the indicator expectation is rooted in a behavioral practice and/or product. Having a solid understanding of the overriding --- for the indicator will be crucial for defining the improvement plan steps/tasks needed to bring that indicator to full implementation. It also helps alert the team to the evidence that will be required to defend a fully implemented designation.

Deconstruction is a process by which effective practice indicators are separated down into essential --------- parts.  Some indicators are already in the most reduced, simplest form. For instance, how about… All teachers review the previous lesson. Because the indicator target is for ALL teachers to routinely review previously taught lessons, the everyday practice of ALL teachers in this one particular behavior, the review of previously taught lessons, is easily measured and confirmed. The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations. This may require more significant work in ------------.