

## WORKSHOP GUIDE FOR OLAC MODULE: *The Instructional Process*

### OVERVIEW

**Note to Facilitators:** This workshop guide is set up in a flexible way to enable its use as an individual learning activity, an online learning experience, or a traditional face-to-face professional development session (or series of sessions). It is also possible to mix and match activities to create a blended learning experience. The inclusion of objectives and evaluation rubrics also enables an individual, school district, or agency to submit the course materials to a university to determine whether or not completion of the activities in this guide might serve as a credit-bearing learning experience. The amount of material included in the workshop would translate to 1-semester-hour of credit in many universities that give credit for participation.

**Description:** The workshop draws on material provided in the module titled, “The Instructional Process”—a learning resource developed and disseminated by the Ohio Leadership Advisory Council (OLAC) through its website (<http://www.ohioleadership.org/>). The narrative, videos, and charts comprising the module explain how educators can use the Ohio Improvement Process (OIP) with its connected set of TBTs, BLTs, and DLT to plan, implement, and evaluate core instructional practices and interventions that attend to the needs of diverse learners.

**Workshop Goals:** The goal of the workshop is to enable TBTs and BLTs to align the work of designing, implementing, monitoring, and adjusting instructional strategies in ways that promote the learning of all students. Learning objectives that provide specification for the overarching goal come from three sets of relevant standards: the second edition of *Ohio’s Leadership Development Framework* (BASA, 2013), the Ohio Standards for Principals, and the Educational Leadership Constituent Council (ELCC) Building Level Standards. Relevant objectives from each of the three sets of standards are keyed to the experiences listed in the Learning Experiences Matrix below.

**Evaluations of Learning:** The module includes a pre- and post-assessment that can be used at the beginning and end of the guide to evaluate changes in the degree to which participants understand the content that the module presents. Rubrics keyed to learning objectives can be used to assess performance of the five activities presented in the guide.

**LEARNING EXPERIENCES MATRIX (Note: Completion of 3 of the 4 activities equates to one semester-hour of credit.)**

Objectives <sup>1</sup>	Individual Activity	On-line Small Group Activity	Face-to-Face Group Activity	Evaluation Method
<a href="#">Didactic materials</a>	Read all narrative and watch videos in the OLAC module, "The Instructional Process."	Read all narrative and watch videos in the OLAC module, "The Instructional Process."	Read all narrative and watch videos in the OLAC module, "The Instructional Process."	Pre- and post-assessments linked with module.
<a href="#">Activity #1 Objectives</a>	Read the material in the module, paying special attention to the information and video provided on pp. 6 and 7, as well as p. 10. Then write responses to the questions included in the activity prompt.	Read the material in the module, paying special attention to the information and video provided on pp. 6 and 7, as well as p. 10. Then, discuss Activity #1 questions in an online discussion board, blog, or wiki. Interact with at least two other participants and collaboratively generate a document that answers the questions and is reflective of group consensus as well as unique insights contributed by individual participants.	Read the material in the module, paying special attention to the information provided on pp. 6 and 7, as well as p. 10. Then, in small groups of three to four people per group, discuss Activity #1 questions thoroughly; then work collaboratively to generate a document that answers the questions and is reflective of group consensus as well as unique insights contributed by individual participants.	<a href="#">TIP Rubric #1</a>

**Activity Prompt #1: Visible Learning**

According to Hattie in *Visible Learning* (2009), there are many instructional innovations within the control of schools and teachers that make a demonstrable impact on student learning. Individually, or in small groups, target one very important instructional need common to the schools in which all team members work (or, if you are completing this as an individual, within your school). Then, make a list of three specific instructional strategies (e.g., "Project Based Learning") that might be deployed to address that need. What adult implementation data would you collect to determine the extent to which this strategy is being used prior to implementing it as an innovation? What data

<sup>1</sup> Specific content to be identified using the following link: <http://www.coursera.org/course/olac>

Objectives <sup>1</sup>	Individual Activity	On-line Small Group Activity	Face-to-Face Group Activity	Evaluation Method
<p>about adult implementation would you collect after implementing the strategy as an innovation? How often would you collect adult implementation data? What data about student learning would you collect and how often? How would you link data about adult implementation and student learning to best meet student needs?</p>				
<p><a href="#">Activity #2 Objectives</a></p>	<p>Read the module, focusing especially on pp. 7 and 8. Then read activity prompt #2 and write responses to the questions included. Make sure your responses have sufficient depth and clarity to enable you to take them to a DLT meeting as a proposal to be considered district-wide as a strategy for change.</p>	<p>Read the module, focusing especially on pp. 7 and 8. Then read activity prompt #2 and discuss each question in a series of postings to an online discussion board, blog, or wiki. Interact with at least two other participants in discussing the questions included in the activity prompt. Finally, develop a roadmap that could be presented to DLTs in all of your districts as a guide to the change process.</p>	<p>Read the module, focusing especially on pp. 6 and 7. Read the activity prompt; then spend 30 minutes discussing the questions in a small group and writing down strategies that would help faculty in your schools embrace change in their instructional and assessment practices. Share insights from your small-group discussions with all participants. Consider how the strategies that surface in small-group discussions are similar and different. Then frame a set of recommendations that could be presented to DLTs in all of the districts as a guide to the change process.</p>	<p><a href="#">TIP Rubric #2</a></p>
<p><b>Activity Prompt #2: Fostering Meaningful Change</b>  Marzano and his co-authors identify nine essential instructional strategies in <i>Classroom Instruction that Works</i>, many of which are already used to some degree in most schools. And these authors share insights about how to implement changes in instructional practices (including assessment). As they note, making strategies purposeful, aligned, and targeted is important to helping close achievement gaps over time. Nevertheless, change is never easy. Keeping the dynamics of your district and school in mind, think about the steps needed in order to foster meaningful change in instructional practices? In what ways can you make the TBT central to the change process? In what ways can you use your position as an instructional leader to help all teachers in the school incorporate effective instructional practices, enrichment</p>				

Objectives <sup>1</sup>	Individual Activity	On-line Small Group Activity	Face-to-Face Group Activity	Evaluation Method
strategies, and instructional modifications? How can you draw on the expertise of the most talented teachers in your school in order to support the professional development of less experienced or effective colleagues?				
<a href="#">Activity #3 Objectives</a>	After reading the material in the module and watching the videos on pp.7 and 9, complete the activity (prompt #3). Be sure to consult relevant research as you formulate the plan you will use. And please remember to cite your sources.	After reading the material in the module and watching the videos on pp.7 and 9, participate in an on-line discussion (on a discussion board, blog, or wiki) regarding the activity (prompt #3). Drawing on relevant research, develop a plan in conjunction with at least two other participants in the on-line discussion that could be implemented in your school.	After reading the material in the module and watching the videos on pp.7 and 9, participate in a discussion based on the activity prompt (#3). Collaborate with a small group of other participants to develop a plan that could reasonably be implemented in your school. Share your plan in a large-group discussion	<a href="#">TIP Rubric #3</a>
<p><b>Activity Prompt #3: Learning Environments</b></p> <p>Consider the following passage from page 8 of the module:</p> <p>"An effective instructional environment begins with students having a clear and understandable vision of the learning goals. This clear vision for students assumes the teacher has spent the necessary time to understand fully the learning targets and the progression of how a student arrives at mastery. Moreover, the teacher comes to the conclusion not only about which are the most salient learning objectives within the curriculum (Ainsworth, 2003), but also about which are the most important for the unit of study at hand."</p> <p>Individually, or in a small group, develop a plan of action, to be implemented by teachers in your school (or any school, real or hypothetical), <b>for providing students with "a clear and understandable vision of the learning goals."</b> You should develop this plan based on structures already detailed in the professional literature (e.g., the use of rubrics, the "Predict and Test" method, or "I Can" statements). Although this plan need not be long or overly complicated (in fact, the simpler, the better), it should be flexible enough to be</p>				

Objectives <sup>1</sup>	Individual Activity	On-line Small Group Activity	Face-to-Face Group Activity	Evaluation Method
adopted by teachers at all grade levels and in all subjects as well as systematic enough to convey its importance and practicality to teachers.				
<a href="#">Activity #4 Objectives</a>	After reading the material in the module, paying special attention to the information provided on pp. 9 and 10, write responses to the questions included in activity prompt #4.	After reading the material in the module, paying special attention to the information provided on pp. 9 and 10, read activity prompt #4. Then discuss the prompt in a posting to an online discussion board, blog, or wiki. Interact with at least two other participants in a thoughtful discussion about what might work, what might not, and why.	After reading the material in the module, paying special attention to the information provided on pp. 9 and 10, read activity prompt #4. Then discuss the prompt in a large-group discussion.	<a href="#">TIP Rubric #4</a>
<p><b>Activity Prompt #4: Involving Teachers in Formative Assessment</b></p> <p>In what ways can you, as an instructional leader, support every teacher in your school to become actively involved in the formative assessment of the school’s instructional program? Which types of assessment would likely work best to help the school’s educators decide on midcourse corrections in instructional practice (both at the TBT and BLT levels)? Why? Which types of assessment might backfire or alienate teachers and/or students? Why?</p>				

## OBJECTIVES<sup>2</sup>

### Activity #1 Objectives:

#### *OLAC Essential Practices*

- OLAC 1.2: Create a school culture that supports the effective use of data to improve student performance by organizing and presenting data in ways that identify gaps and trends in student performance and requiring intentional decisions regarding curriculum and instruction, interventions, and professional development.
- OLAC 3.4: Ensure the delivery of high-quality instruction on a school-wide basis that is based on research-based practices, engages students, incorporates culturally responsive practices, and relies on ongoing assessment and progress monitoring to inform instruction.
- OLAC 6.2 Keep the purpose of ensuring the success of every student central to all decisions.

#### *Ohio Principal Standards*

- OPS 1.2: Principals lead the process of setting, monitoring and achieving specific and challenging goals that reflect high expectations for all students and staff.
- OPS 1.3: Principals lead the change process for continuous improvement.
- OPS 2.1: Principals ensure that the instructional content that is taught is aligned with the Ohio academic content standards and curriculum priorities in the school and district.
- OPS 2.2: Principals ensure instructional practices are effective and meet the needs of all students.

#### *ELCC*

- ELCC 1.2: Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals.
- ELCC 2.1: Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.
- ELCC 2.2: Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.

### Activity #2 Objectives:

#### *OLAC Essential Practices*

- OLAC 3.3: Monitor the implementation of the school instructional program and the follow through on the implementation of the data team's specific recommendations for instructional strategies.
- OLAC 4.3: Communicate clear expectations with regard to building-level strategies/action steps for improving instruction and achievement on an ongoing basis.

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<sup>2</sup> Specific standards are identified using a coding system whereby the first portion of the standard label is an abbreviation for the source of the standards (Ohio Leadership Advisory Council, Ohio Principals Standards, Educational Leadership Constituent Council) and the second portion includes a number representing the general area or domain in which the standard is located, a period, and then the specific number of the standard in that area or domain.

- OLAC 6.4: Continually communicate high expectations for school performance.
- OLAC 6.6: Promote shared leadership through the effective use of professional learning communities and building-level data teams aligned with the building-level strategies/action steps for improving instruction and achievement.

### ***Ohio Principal Standards***

- OPS 1.2: Principals lead the process of setting, monitoring and achieving specific and challenging goals that reflect high expectations for all students and staff.
- OPS 1.3: Principals lead the change process for continuous improvement.
- OPS 2.2: Principals ensure instructional practices are effective and meet the needs of all students.
- OPS 2.5: Principals understand, encourage and facilitate the effective use of data by staff.
- OPS 4.1: Principals promote a collaborative learning culture.
- OPS 4.2: Principals share leadership with staff, students, parents and community members.

### ***ELCC***

- ELCC 1.3: Candidates understand and can promote continual and sustainable school improvement.
- ELCC 1.4: Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders.
- ELCC 2.1: Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.
- ELCC 2.2: Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.
- ELCC 2.3: Candidates understand and can develop and supervise the instructional and leadership capacity of school staff.
- ELCC 4.1: Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment.

### **Activity #3 Objectives:**

#### ***OLAC Essential Practices***

- OLAC 1.7: Provide support to all building-level data teams and regularly review and analyze building level data to provide guidance for classroom level actions.
- OLAC 3.1: Ensure that the established district curriculum is the curriculum used by all teachers in the school, and ensure instruction is aligned with the big ideas and essential questions embedded in the curriculum.
- OLAC 3.2: Establish priorities for instruction and achievement based on data and aligned with district goals.
- OLAC 3.3: Monitor the implementation of the school instructional program and the follow through on the implementation of the data team's specific recommendations for instructional strategies.

- OLAC 3.4: Ensure the delivery of high-quality instruction on a school-wide basis that is based on research-based practices, engages students, incorporates culturally responsive practices, and relies on ongoing assessment and progress monitoring to inform instruction.
- OLAC 4.1: Ensure that building strategies/action steps for instruction and achievement are aligned with district goals. (
- OLAC 6.2: Keep the purpose of ensuring the success of every student central to all decisions.
- OLAC 6.4: Continually communicate high expectations for school performance.

### ***Ohio Principal Standards***

- OPS 1.2: Principals lead the process of setting, monitoring and achieving specific and challenging goals that reflect high expectations for all students and staff.
- OPS 1.3: Principals lead the change process for continuous improvement.
- OPS 2.1: Principals ensure that the instructional content that is taught is aligned with the Ohio academic content standards and curriculum priorities in the school and district.
- OPS 2.2: Principals ensure instructional practices are effective and meet the needs of all students.
- OPS 2.4: Principals know, understand and share relevant research.

### ***ELCC***

- ELCC 1.1: Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.
- ELCC 2.1: Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.
- ELCC 2.2: Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.

### **Activity #4 Objectives:**

#### ***OLAC Essential Practices***

- OLAC 1.2: Create a school culture that supports the effective use of data to improve student performance by organizing and presenting data in ways that identify gaps and trends in student performance and requiring intentional decisions regarding curriculum and instruction, interventions, and professional development.
- OLAC 1.6: Monitor staff use of data to inform instructional decisions and organization for learning (e.g., schedules, grading, grade level configurations, interventions, etc.).
- OLAC 1.7: Provide support to all building-level data teams and regularly review and analyze building level data to provide guidance for classroom level actions.
- OLAC 2.2: Commit to the development, implementation and ongoing monitoring of the SIP (based on current aggregated and disaggregated student achievement data) aligned to the district's CIP.
- OLAC 3.3: Monitor the implementation of the school instructional program and the follow through on the implementation of the data team's specific recommendations for instructional strategies.

- OLAC 3.4: Ensure the delivery of high-quality instruction on a school-wide basis that is based on research-based practices, engages students, incorporates culturally responsive practices, and relies on ongoing assessment and progress monitoring to inform instruction.
- OLAC 3.6: Require the frequent use of collaboratively developed common formative classroom assessments to gauge student progress toward meeting district goals.
- OLAC 3.7: Monitor student achievement, ensuring that each student has access to high quality instruction and is making progress toward meeting the district's CIP.
- OLAC 4.4: Offer opportunities for meaningful input and feedback from internal and external community members with regard to building-level strategies/action steps for improving for instruction and achievement.
- OLAC 6.6: Promote shared leadership through the effective use of professional learning communities and building-level data teams aligned with the building-level strategies/action steps for improving instruction and achievement.

### ***Ohio Principal Standards***

- OPS 1.2: Principals lead the process of setting, monitoring and achieving specific and challenging goals that reflect high expectations for all students and staff.
- OPS 1.3: Principals lead the change process for continuous improvement.
- OPS 2.5: Principals understand, encourage and facilitate the effective use of data by staff.
- OPS 4.1: Principals promote a collaborative learning culture.
- OPS 4.2: Principals share leadership with staff, students, parents and community members.
- OPS 4.3: Principals develop and sustain leadership.

### ***ELCC***

- ELCC 1.2: Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals.
- ELCC 1.3: Candidates understand and can promote continual and sustainable school improvement.
- ELCC 1.4: Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders.
- ELCC 2.2: Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.
- ELCC 4.1: Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment.

## OBJECTIVES

Objective	Major Concept(s)
<i>OLAC Essential Practices</i>	
OLAC 1.2: Create a school culture that supports the effective use of data to improve student performance by organizing and presenting data in ways that identify gaps and trends in student performance and requiring intentional decisions regarding curriculum and instruction, interventions, and professional development.	Foster culture of inquiry; use data effectively
OLAC 1.6: Monitor staff use of data to inform instructional decisions and organization for learning (e.g., schedules, grading, grade level configurations, interventions, etc.).	Foster culture of inquiry; use data effectively; cultivate instructional effectiveness
OLAC 1.7: Provide support to all building-level data teams and regularly review and analyze building level data to provide guidance for classroom level actions.	Foster culture of inquiry; use data effectively
OLAC 2.2: Commit to the development, implementation and ongoing monitoring of the SIP (based on current aggregated and disaggregated student achievement data) aligned to the district's CIP.	Maintain focus; cultivate instructional effectiveness
OLAC 3.1: Ensure that the established district curriculum is the curriculum used by all teachers in the school, and ensure instruction is aligned with the big ideas and essential questions embedded in the curriculum.	Ensure implementation, monitoring, and evaluation
OLAC 3.3: Monitor the implementation of the school instructional program and the follow through on the implementation of the data team's specific recommendations for instructional strategies.	Ensure implementation, monitoring, and evaluation; cultivate instructional effectiveness
OLAC 3.4: Ensure the delivery of high-quality instruction on a school-wide basis that is based on research-based practices, engages students, incorporates culturally responsive practices, and relies on ongoing assessment and progress monitoring to inform instruction.	Cultivate instructional effectiveness; ensure implementation, monitoring, and evaluation
OLAC 3.6: Require the frequent use of collaboratively developed common formative classroom assessments to gauge student progress toward meeting district goals.	Ensure implementation, monitoring, and evaluation; cultivate instructional effectiveness; foster culture of inquiry; use data effectively
OLAC 3.7: Monitor student achievement, ensuring that each student has access to high quality instruction and is making progress toward meeting the district's CIP.	Foster culture of inquiry; use data effectively
OLAC 4.1: Ensure that building strategies/action steps for instruction and achievement are aligned with district goals.	Maintain focus
OLAC 4.3: Communicate clear expectations with regard to	Maintain focus

Objective	Major Concept(s)
building-level strategies/action steps for improving instruction and achievement on an ongoing basis.	
OLAC 4.4: Offer opportunities for meaningful input and feedback from internal and external community members with regard to building-level strategies/action steps for improving for instruction and achievement.	Support educator teams
OLAC 6.1: Work in partnership with district leadership to continually review the school's progress toward meeting the building-level strategies/action steps aligned with district goals.	Foster culture of inquiry; support educator teams
OLAC 6.2: Keep the purpose of ensuring the success of every student central to all decisions.	Maintain focus
OLAC 6.4: Continually communicate high expectations for school performance.	Maintain focus
OLAC 6.6: Promote shared leadership through the effective use of professional learning communities and building-level data teams aligned with the building-level strategies/action steps for improving instruction and achievement.	Support educator teams; foster culture of inquiry;
<b><i>Ohio Principal Standards</i></b>	
OPS 1.2: Principals lead the process of setting, monitoring and achieving specific and challenging goals that reflect high expectations for all students and staff.	Cultivate instructional effectiveness; ensure implementation, monitoring, and evaluation
OPS 1.3: Principals lead the change process for continuous improvement.	Cultivate instructional effectiveness; support educator teams
OPS 2.1: Principals ensure that the instructional content that is taught is aligned with the Ohio academic content standards and curriculum priorities in the school and district.	Cultivate instructional effectiveness
OPS 2.2: Principals ensure instructional practices are effective and meet the needs of all students.	Cultivate instructional effectiveness; ensure implementation, monitoring, and evaluation
OPS 2.4: Principals know, understand and share relevant research.	Foster culture of inquiry; provide high-quality PD
OPS 2.5: Principals understand, encourage and facilitate the effective use of data by staff.	Use data effectively
OPS 4.1: Principals promote a collaborative learning culture.	Foster culture of inquiry; provide high-quality PD
OPS 4.2: Principals share leadership with staff, students, parents and community members.	Distribute leadership; connect to the community
OPS 4.3: Principals develop and sustain leadership.	Distribute leadership
<b><i>ELCC</i></b>	
ELCC 1.1: Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of	Maintain focus; cultivate instructional effectiveness

Objective	Major Concept(s)
learning for a school.	
ELCC 1.2: Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals.	Use data effectively; support educator teams; improve instructional effectiveness
ELCC 1.3: Candidates understand and can promote continual and sustainable school improvement.	Foster culture of inquiry; improve instructional effectiveness; support educator teams
ELCC 1.4: Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders.	Foster culture of inquiry; support educator teams; connect to the community
ELCC 2.1: Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.	Foster culture of inquiry; support educator teams; improve instructional effectiveness
ELCC 2.2: Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program	Use data effectively; improve instructional effectiveness
ELCC 2.3: Candidates understand and can develop and supervise the instructional and leadership capacity of school staff.	Provide high-quality PD; distribute leadership
ELCC 4.1: Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment.	Use data effectively; foster culture of inquiry; improve instructional effectiveness

**READING LIST**  
**(References Cited in the Module are Highlighted)**

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## RUBRICS

### TIP RUBRIC #1

Standards	Target	Acceptable	Unacceptable
OLAC 1.2, OLAC 3.4, OLAC 6.2, OPS 1.2, OPS 1.3, OPS 2.1, OPS 2.2, ELCC 1.2, ELCC 2.1, ELCC 2.2	Clearly aligns three possible instructional strategies to a demonstrated need.	Identifies three possible instructional strategies with the potential for addressing a school need.	Identifies fewer than three instructional strategies or selects strategies with limited potential to address a school need.
	Shows a sophisticated understanding of how to use pre-assessment of adult performance to determine the extensiveness of teachers' use of an innovative instructional strategy.	Identifies some data and/or data collection approaches that would provide some insight into the extensiveness of teachers' use of an innovative instructional strategy.	Reveals limited awareness of how to collect adult implementation data or the types of data that might indicate the extensiveness of teachers' use of an innovative instructional strategy.
	Shows a sophisticated understanding of how to use on-going assessment of adult performance to determine the fidelity of teachers' implementation of an innovative instruction.	Identifies some data and/or data collection approaches that would provide some insight into the fidelity of teachers' implementation of an innovative instructional strategy.	Reveals limited awareness of data and/or data collection approaches that provide insight into the fidelity of teachers' implementation of an innovative instructional strategy.
	Demonstrates a deep understanding of how to measure changes in student performance in ways that provide evidence of both the effectiveness of an instructional strategy and teachers' fidelity in implementing the strategy.	Indicates deep understanding of how to measure changes in student performance but limited understanding of how to use such measurement in ways that provide evidence of both the effectiveness of an instructional strategy and teachers' fidelity in implementing the strategy.	Shows limited understanding of how to measure changes in student performance or how such performance might be connected to teachers' use of a particular instructional strategy.
	Uses very clear, elaborate, and subtle language (either oral or written) to present ideas.	Presents ideas clearly and elaborately using oral or written language.	Presents few ideas or explains them in ways that are unclear.

## TIP RUBRIC #2

Standards	Target	Acceptable	Unacceptable
OLAC 3.3, OLAC 4.3, OLAC 6.4, OLAC 6.6, OPS 1.2, OPS 1.3, OPS 2.2, OPS 2.5, OPS 4.1, OPS 4.2, ELCC 1.3, ELCC 1.4, ELCC 2.1, ELCC 2.2, ELCC 2.3, ELCC 4.1	Identifies steps needed to support meaningful change in instructional practice that is both systemic and attentive to the context of a particular school.	Identifies steps needed to support meaningful change in instructional practice that is both systemic but not clearly attentive to the context of a particular school.	Identifies some of the steps needed to support meaningful change in instructional practice.
	Demonstrates clear awareness of how TBTs can be made central to the process of changing instructional practice school-wide.	Indicates some awareness of the role that TBTs can play in the instructional change process.	Reveals limited awareness of the role that TBTs can play in the instructional change process.
	Shows a deep understanding of how school leaders (either formal or informal) can foster school-wide instructional improvement.	Lists three or more of the steps that a school leader (either formal or informal) would need to take in order to foster school-wide instructional improvement.	Lists one or two of the steps that a school leader (either formal or informal) would need to take in order to foster school-wide instructional improvement.
	Offers three or more ideas for drawing on the expertise of the most talented teachers in a school in order to support the professional development of less experienced or effective colleagues.	Offers at least one idea for drawing on the expertise of the most talented teachers in a school in order to support the professional development of less experienced or effective colleagues.	Shows limited awareness of how to draw on the expertise of some teachers in order to expand the capacity of other teachers; indicates uncertainty about how to identify the most talented teachers in a school.
	Uses very clear, elaborate, and subtle language (either oral or written) to present ideas.	Presents ideas clearly and elaborately using oral or written language.	Presents few ideas or explains them in ways that are unclear.

### TIP RUBRIC #3

Standards	Target	Acceptable	Unacceptable
OLAC 1.7, OLAC 3.1, OLAC 3.2, OLAC 3.3, OLAC 3.4, OLAC 4.1, OLAC 6.2, OLAC 6.4, OPS 1.3, OPS 2.1, OPS 2.2, OPS 2.4, ELCC.1.1, ELCC 2.1, ELCC 2.2	Provides a plan of action that clearly shows how a school can ensure that all its teachers give students a clear and understandable vision of learning goals.	Provides a plan of action that has the potential to help teachers communicate learning goals to students in a systematic way.	Provides one or two steps that might have the potential to help teachers communicate learning goals to students in a systematic way.
	Develops a plan that shows a clear alignment with relevant professional literature.	Develops a plan that shows some alignment with relevant professional literature.	Provides a plan that has no evident alignment with relevant professional literature.
	Presents a plan that is both flexible and systematic.	Presents a plan that is systematic, but not necessarily flexible.	Presents a plan that seems either haphazard or overly rigid.
	Uses very clear, elaborate, and subtle language (either oral or written) to present ideas.	Presents ideas clearly and elaborately using oral or written language.	Presents few ideas or explains them in ways that are unclear.

## TIP RUBRIC #4

Standards	Target	Acceptable	Unacceptable
OLAC 1.2, OLAC 1.6, OLAC 1.7, OLAC 2.2, OLAC 3.3, OLAC 3.4, OLAC 3.6, OLAC 3.7, OLAC 4.4, OLAC 6.6, OPS 1.2, OPS 1.3, OPS 2.5, OPS 4.1, OPS 4.2, OPS 4.3, ELCC 1.2, ELCC 1.3, ELCC 1.4, ELCC 2.2, ELCC 4.1	Demonstrates deep understanding of strategies for engaging an entire school staff in a change initiative.	Lists several steps needed in order to engage a school staff in a change initiative.	
	Reveals a thorough understanding of methods for assessing the effectiveness of a school's instructional program in terms of both the applicability of those methods and their potential pitfalls.	Demonstrates cursory understanding of various methods for assessing the effectiveness of a school's instructional program and has limited awareness of their applicability or potential pitfalls.	Reveals little awareness of the assessments that might be useful for assessing the effectiveness of a school's instructional program or relies too heavily on summative assessments with little bearing on the process of making mid-course corrections.
	Uses very clear, elaborate, and subtle language (either oral or written) to present ideas.	Presents ideas clearly and elaborately using oral or written language.	Presents few ideas or explains them in ways that are unclear.

