



Academics - Tier 1: New Team Professional Learning

Instructional Planning Module
1.3, 1.4a, 1.4b, 1.4c, 1.5, 1.7c

Piecing It All Together



Academic Tiered Fidelity Inventory Roadmap

| Teaming | |
|----------------|---------------------------|
| 1.1 | Team Composition |
| 1.2a | Team Alignment |
| 1.2b | Team Operating Procedures |

Our Focus:
Instructional
Planning

| Implementation | |
|-----------------------|---------------------------------|
| 1.3 | Aligned Curricula |
| 1.4a | Evidence-Based Practices |
| 1.4b | Lesson Plans |
| 1.4c | Relevant Objectives |
| 1.5 | Performance Measures |
| 1.6a | Formative Assessment |
| 1.6b | Instructional Adjustment |
| 1.7a | Professional Learning |
| 1.7b | Coaching |
| 1.7c | Collaborative Planning |
| 1.8 | Instructional Practices |
| 1.9 | Student Involvement |
| 1.10 | Collective Teacher Efficacy |
| 1.11 | Family and Community Engagement |

Academic TFI 1.3

Aligned Curricula

Evidence-based curricula are organized into clearly defined learning objectives and progressions that are aligned to state standards.

Evidence:

- Curriculum maps
- Pacing guides
- Lesson plans
- Curriculum guides

Academic TFI 1.3 Aligned Curricula

Learning Intention

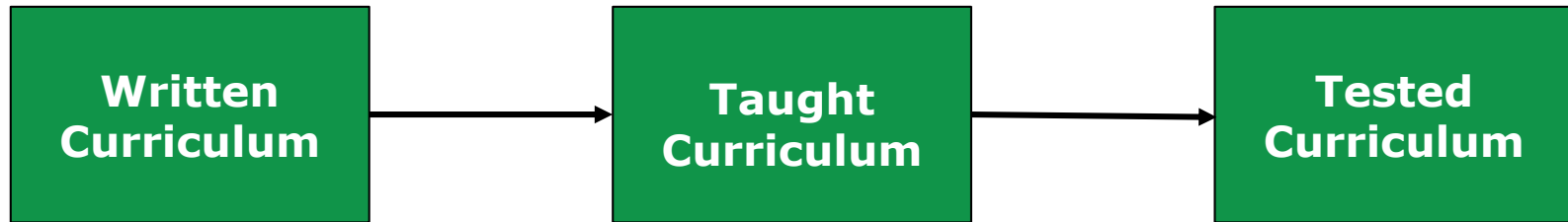
Describe an aligned curriculum

Success Criteria

I can explain the importance of aligned curricula and list available resources

An aligned curriculum

“...the degree to which expectations and assessments are in agreement and service in conjunction with one another to guide the system toward students learning what they are expected to know and do.”



Source: Virginia Department of Education

Research tells us...

An aligned curriculum is strongly correlated to increased or high student achievement for all students.

The impact is **more powerful with low achieving students.**

Guidance from VDOE: Curriculum



CURRICULUM CHECKPOINT

School divisions will need to plan and implement efficient and effective ways to address unfinished learning through revisions to their locally developed curriculum, pacing, resources, and professional development. As leaders and educators review and revise their curriculum and pacing, consider the following key recommendations and reflections:

KEY POINTS FOR CONSIDERATION

- Communicate clear learning expectations and experiences that consider in-person and virtual instruction for students.
- Provide flexibility with pacing that is responsive to individual student needs.
- Develop learning expectations and experiences that consider vertical articulation to facilitate connections to prior content.
- Include opportunities for student voice and choice in the written and taught curriculum.

LEADER REFLECTIONS:

- How do we ensure that our school division's curriculum gives all students the opportunity to build the 5 C's (communication, critical thinking, creative thinking, collaboration, and citizenship) highlighted in the [Profile of a Virginia Graduate](#)?
- Does the curriculum provide a balance of the intended learning experiences that are accessible and meaningful for both virtual and in-person students?
- How do we ensure that the expectations, materials, and resources in our curriculum are culturally responsive to student experiences and needs?

EDUCATOR REFLECTIONS:

- How do we incorporate other content areas throughout the curriculum to facilitate connections and applications?
- How do the resources provide personalized learning opportunities for students, regardless of the learning model?
- How do we plan lessons and provide resources for instruction where students "see" themselves in a way that engages them in their own learning?

Curriculum Continued

| | | |
|---|--|--|
| <h2>LEADING</h2> <p>Focus curriculum development, instructional planning, and pacing using VDOE resources including the Standards of Learning and Curriculum Framework, Progression Charts, Blueprints, Tracking Logs, and Navigating EdEquity. Review targeted resources from VDOE including: Early Childhood, Elementary, Secondary, Supporting Students with Disabilities, Gifted, English Learners, and Adult Education.</p> <p>Content bridging documents in English and mathematics will assist divisions in planning curriculum to make content connections that might horizontally exist within a grade level or may vertically span across grade levels.</p>  | <h2>ENGAGING</h2> <p>Develop a team of educators collaborating with technology specialists to identify and create curriculums that are adaptable for both in-person and virtual classrooms.</p> <p>Utilize Virginia's statewide learning management system (LMS) to host instructional resources, develop courses and learning objects, and share with all other educators in Virginia.</p> <p>Utilize VDOE's high-quality instructional resources available through #GoOpenVA. This Open Educational Resources (OER) supports a growing community of educators and partners.</p>  | <h2>ASSESSING</h2> <p>Establish student opportunities to demonstrate understanding and mastery of in a variety of ways.</p> <p>Utilize the Navigating EdEquity Curriculum audit tool to mitigate bias and ensure that diverse groups from all rings of culture are represented, validated, and affirmed.</p>  |
| <h2>RECOVERING</h2> <p>Identify interdisciplinary content teams to look for natural connections to maximize instructional opportunities across disciplines.</p>  | <h2>NURTURING</h2> <p>Include student perspectives in the creation of learning pathways that are multidisciplinary and reflect student interests.</p>  | <h2>SUCCEEDING</h2> <p>Collect feedback (interviews, surveys, or meetings) with educators on current curriculum content, resources, and pacing to improve learning.</p>  |

Revising Curricula and Pacing

- Identify instructional groups
- Identify missing content/content for review
- Identify content connections and progressions
- Revise curricula and pacing



VDOE resource: English


GRADES 6-8

LANGUAGE ARTS ESSENTIALS

The concepts of English Language Arts develop over a student's K-12 academic career. While the standards offer grade level specific skills, there are fundamental concepts of literacy that are foundational to development. When teachers promote opportunities for collaboration, communication, and authentic learning experiences, students are engaged in deeper learning and critical thinking.

Students need opportunities to read daily, read texts of their choice, read extended pieces of text and grade level material, and to read fiction and nonfiction texts. When students are making connections between reading, writing, and communicating, they are engaging in deeper learning and critical thinking.

The supports provided on the following pages are to be used for planning purposes as educators explore how best to identify key concepts and make decisions for instruction, remediation, and intervention. These grade level band foundational building blocks and "tires" are visual representations that demonstrate a possible approach to the integration of key concepts, alignment to essential skills, and provide a comprehensive overview of instruction that is necessary to maximize student learning.



COMMUNICATION & MULTIMODAL LITERACIES

- Work collaboratively as both a facilitator and a contributor.
- Create multimodal presentations individually and in collaborative groups.
- Interpret, evaluate, analyze, develop, and produce media messages.
- Build and reflect on interpersonal communication skills.

READING

- Read a variety of fiction and nonfiction texts.
- Continue to expand vocabulary and begin the study of word origins.
- Continue to compare fiction and nonfiction texts.
- Analyze figurative language and literary elements.
- Analyze elements of texts that are critical to technical reading and writing.

WRITING & RESEARCH

NEXT PAGE →

Analyze figurative language and literary elements.

Find, evaluate, and select appropriate resources for a multimodal research project.

Plan, draft, revise, and edit in a variety of forms.

Build and reflect on interpersonal communication skills.


Evaluate the validity and authenticity of multiple sources.

Continue to develop reading and writing.

VDOE resource: Math

Grade 3 Mathematics – Bridging Standards School Year 2021-2022

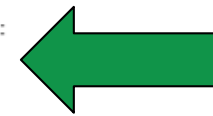
This document identifies bridging standards in the 2016 *Mathematics Standards of Learning*. Bridging standards allow for the identification of content that can be connected when planning instruction and promote deeper student understanding.

 Bridging standards (indicated by bold text in the grade level column below) are ones that meet one or more of the following criteria:

- Functions as a bridge to which other content within the grade level/course is connected, either horizontally or vertically;
- Serves as prerequisite knowledge for content to be addressed in future grade levels/courses; or
- Possesses endurance beyond a single unit of instruction within a grade level/course.

The selection of content focus areas, potential connections, and the sequencing of content in this document serve as examples only and are intended to assist with curricular development.

| Grade 3 Content Focus Areas | Prerequisite Knowledge (Linked to JIT Quick Checks) Grade 1 | Prerequisite Knowledge (Linked to JIT Quick Checks) Grade 2 | Grade 3 (Linked to Just in Time Mathematics Quick Checks) | Possible Grade 3 Connections Across Content Focus Areas | Possible Future Grade Level/Course Content Connections |
|---|---|---|--|---|---|
| Using Place Value to Compare/Order Numbers | 1.2a, 1.5ab | 2.1ab | 3.1a Read, write, and identify the place and value of each digit in a six-digit whole number, with and without models | Solving Problems with Addition/Subtraction | Decimal Place Value (Grade 4) |
| | | 2.1a, 2.1d | 3.1b Round whole numbers, 9,999 or less, to the nearest ten, hundred, and thousand | Solving Problems with Addition/Subtraction | Round Number through Millions (Grade 4) |
| | 1.2b, 1.2c | 2.1a, 2.1c | 3.1c Compare and order whole numbers, each 9,999 or less | Interpret data | Compare/Order Numbers through Millions (Grade 4) |
| Solving Addition/Subtraction Problems with Whole Number | 1.6, 1.7a, 1.7b | 2.5a, 2.5b, 2.6a, 2.6b | 3.3a Estimate and determine the sum or difference of two whole numbers | Round Whole Numbers | Compute with Larger Numbers and Decimals (Grade 4) |
| | 1.6 | 2.5a, 2.6a, 2.6b, 2.6c | 3.3b Create and solve single-step and multistep practical problems involving sums or differences of two whole numbers, each 9,999 or less | Organize/Interpret Data | Solve problems with Larger Numbers and Decimals (Grade 4) |
| | 1.13, 1.14 | 2.16 | 3.16 Identify, describe, create, and extend patterns found in objects, pictures, numbers and tables | Compare/Order Numbers | Solve Practical Problems; Identify Rule (Grade 4) |



“Planning can be done in many ways, but the most powerful is when teachers work together to develop plans, develop common understandings of what is worth teaching, collaborate on understanding their beliefs of challenge and progress, and work together to evaluate the impact of their planning on student outcomes.”

John A. C. Hattie, *Visible Learning for Teachers:: Maximizing Impact on Learning*

Academic TFI 1.7c

Collaborative Planning

Time for collaborative planning is in the schedule (including special education and resource staff) with accountability for the resulting instructional plan.

Evidence:

- School schedule
- Meeting minutes or agenda from collaborative planning session
- Collaborative planning session template
- Lesson plan template/format

Teachers sharing their experience...

KEY PRACTICE:

Teacher Collaboration:
Matching Complementary Strengths

edutopia

Teacher Collaboration

“When teachers engage in **high-quality collaboration** that they perceive is extensive and helpful, there is both an individual and collective benefit. High-quality collaboration...is associated with **increases in their students’ achievement, their performance, and their peers’ students’ achievement** (p.62).” (Killion, 2015)



Academic TFI 1.4b

Lesson Plans

A *process* for lesson plan development includes knowledge, skills, and cognitive levels matched to the success criteria of the objectives in the curriculum.

Evidence:

- Lesson plans reflect task analysis of criteria for success
- Lesson plans indicate supports at each level of task
- Minutes from collaborative planning sessions

Academic TFI 1.4b

Lesson Plans

Learning Intention

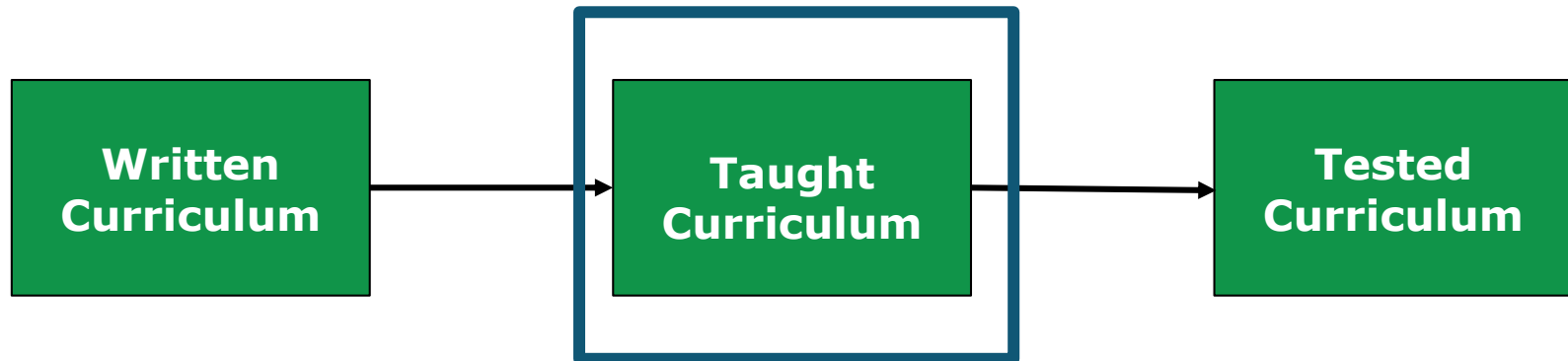
Explore a process for lesson plan development

Success Criteria

Explain a process for lesson plan development used in my school

Focus: Taught Curriculum

The written curriculum aligns with the taught curriculum, which aligns with the tested curriculum.



Source: Virginia Department of Education

Unpacking the standards



Components of a lesson plan process

- Use of the the VDOE Curriculum Frameworks and/or your division's curriculum and pacing guides
- The cognitive levels represented in the standards
- The learning intentions and success criteria developed and communicated to students
- Student assessment
- Considerations for making learning relevant
- Considerations for differentiation
- Consideration of the needs of students with disabilities, ELL, and students identified as gifted

Lesson Plan Documents

| Lesson Plan Template (Stages adapted from the UBD model by McTighe and Wiggins) | |
|---|--|
| Teacher: <input type="text"/> | Date(s): <input type="text"/> |
| Grade Level or Course: Biology | Content or Unit: DNA & Protein Synthesis |
| STAGE 1: Desired Results ~ What will students be learning? | |
| <p>SOL/Learning Objective Specify the behaviors, conditions, and criteria. Indicate the verbs used in the Curriculum Framework.</p> <p>6 Create 5 Evaluate 4 Analyze 3 Apply 2 Understand 1 Remember</p> | <p>Bio.5 e: The student will investigate and understand common mechanisms of inheritance and protein synthesis. Key concepts include <i>historical development of the structural model of DNA</i>.</p> <ul style="list-style-type: none"> - Describe the basic structure of DNA and its function in inheritance. - Describe the key events leading to the development of the structural model of DNA. <p>Bio.5 g: The student will investigate and understand common mechanisms of inheritance and protein synthesis. Key concepts include <i>the structure, function, and replication of nucleic acids</i>;</p> <ul style="list-style-type: none"> - Explain the process of DNA replication. <p>Bio.5 h: The student will investigate and understand common mechanisms of inheritance and protein synthesis. Key concepts include <i>events involved in the construction of proteins</i>.</p> <ul style="list-style-type: none"> - Given a DNA sequence, write a complementary mRNA strand (A-U, T-A, C-G and G-C). - Explain the process of protein synthesis, including DNA transcription and translation <p>VERBS Write Investigate Understand Explain Describe</p> <p>Given a DNA sequence students will write the complementary strand with 90% accuracy.</p> |
| <p>Essential Questions & Understandings/Big Ideas Look for Essential Questions that are overarching or topical and help guide the unit.</p> | <p>Every single living organism known to mankind has a universal genetic code based in DNA. The differences that we can see between all life forms on earth are due to different codes written by only four different bases in DNA. The study of DNA and protein synthesis is often called the "Central Dogma of Biology" because tracking the creation of a protein from DNA to RNA and then finally to a functional protein is the sole basis of how human life is able to exist.</p> <p>1. How are genes related to traits?</p> |

Guidance from VDOE: Instruction



INSTRUCTION CHECKPOINT

As school divisions support students to mitigate the effects of unfinished learning due to the pandemic, they may need to make adjustments to their school days, school calendars, and instructional delivery to meet the needs of students and requirements on building capacity and social distancing. School divisions should strengthen collaboration with summer and after school partners and organizations. As leaders and educators review and revise instruction, consider the following key recommendations and reflections:

KEY POINTS FOR CONSIDERATION

- Provide access to high-quality instructional materials (HQIM) that support deeper learning.
- Create opportunities for cross-curricular connections.
- Collaborate with school counselors and mental health professionals to integrate social emotional learning (SEL) support.
- Provide on-demand tools for teachers to support equity reviews of instructional resources.
- Utilize a tiered approach to teaching for mastery and include differentiated learning strategies for students arriving already knowing the content.
- Utilize VDOE Standards of Learning, Curriculum

Framework, and Competencies when planning instruction: [Career & Technical Ed.](#), [Computer Science](#), [Digital Learning Integration](#), [Driver Ed.](#), [Early Childhood Ed.](#), [Economics & Personal Finance](#), [English](#), [Fine Arts](#), [Health](#), [History & Social Science](#), [Mathematics](#), [Physical Ed.](#), [Science](#), [World Language](#)

LEADER REFLECTIONS:

- How do we support classroom teacher choice and voice in instructional decisions for classroom materials, resources, and professional development?
- How do we integrate targeted SEL supports across the learning environment and instructional program?

- What does the response to intervention to support unfinished learning look like across the school division?

EDUCATOR REFLECTIONS:

- How are we identifying social emotional and academic areas of needs and providing targeted support?
- How do we include student choice and voice in classroom instruction and assessment and daily routines?
- What does response to intervention to support unfinished learning look like in our classroom?

No new no

Source: (2021) Virginia LEARNS: Navigating Virginia in Uncertain Times

Instruction Continued



Source: (2021) Virginia LEARNS: Navigating Virginia in Uncertain Times

Academic TFI 1.4c & 1.5 Relevant Objectives & Performance Measures

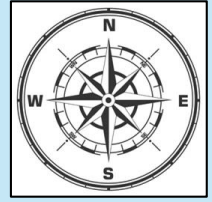
Learning Intention

Describe how
teacher clarity
influences
instructional
planning

Success Criteria

Explain how to
include components
of teacher clarity
during the planning
process

Teacher Clarity



Teachers identify the most critical parts of instruction: learning intentions, success criteria, and learning progressions.

A word about teacher clarity

Douglas Fisher & John Almarode: Teacher Clarity Webinar

Clarity in Learning

Doug Fisher and John Almarode

zoom

Teachers with clarity know...

Where am I going?
How am I doing?
Where to next?



Students can answer these questions...

What am I learning today?

Why am I learning it?

How do I know I have learned it?



Academic TFI 1.4c

Relevant Objectives

Learning objectives are matched to real world relevance and student experiences.

Evidence:

- Lesson plans
- Minutes from collaborative planning sessions
- Walkthrough data
- Student survey data

Learning intentions...

“explicitly focus instruction on guiding students toward proficiency with the content knowledge and skills expressed in the standards document.”



Source: Dean, C.B., Hubbell, E.R., Pitler, H., & Stone, H. (2012)

A learning intention...

- describes what students **must know, understand, and/or do** in lesson-sized chunks.
- is **aligned** to the standards (i.e., declarative, procedural, and/or conditional knowledge).
- focuses on **student learning**, not what they will do.
- is **shared throughout daily lessons** to guide student learning.

Source: Fisher, D. & Almarode, J. (2018)



Learning intentions

- match to students' experiences;
- match to students' background; and
- are relevant.

Include social learning intentions:

I am learning to *work collaboratively* with my peers in critically analyzing our ideas.

I am learning to *work collaboratively* with my peers in making observations about animal habitats.



Teacher explanation

Learning Intentions in the Secondary Classroom

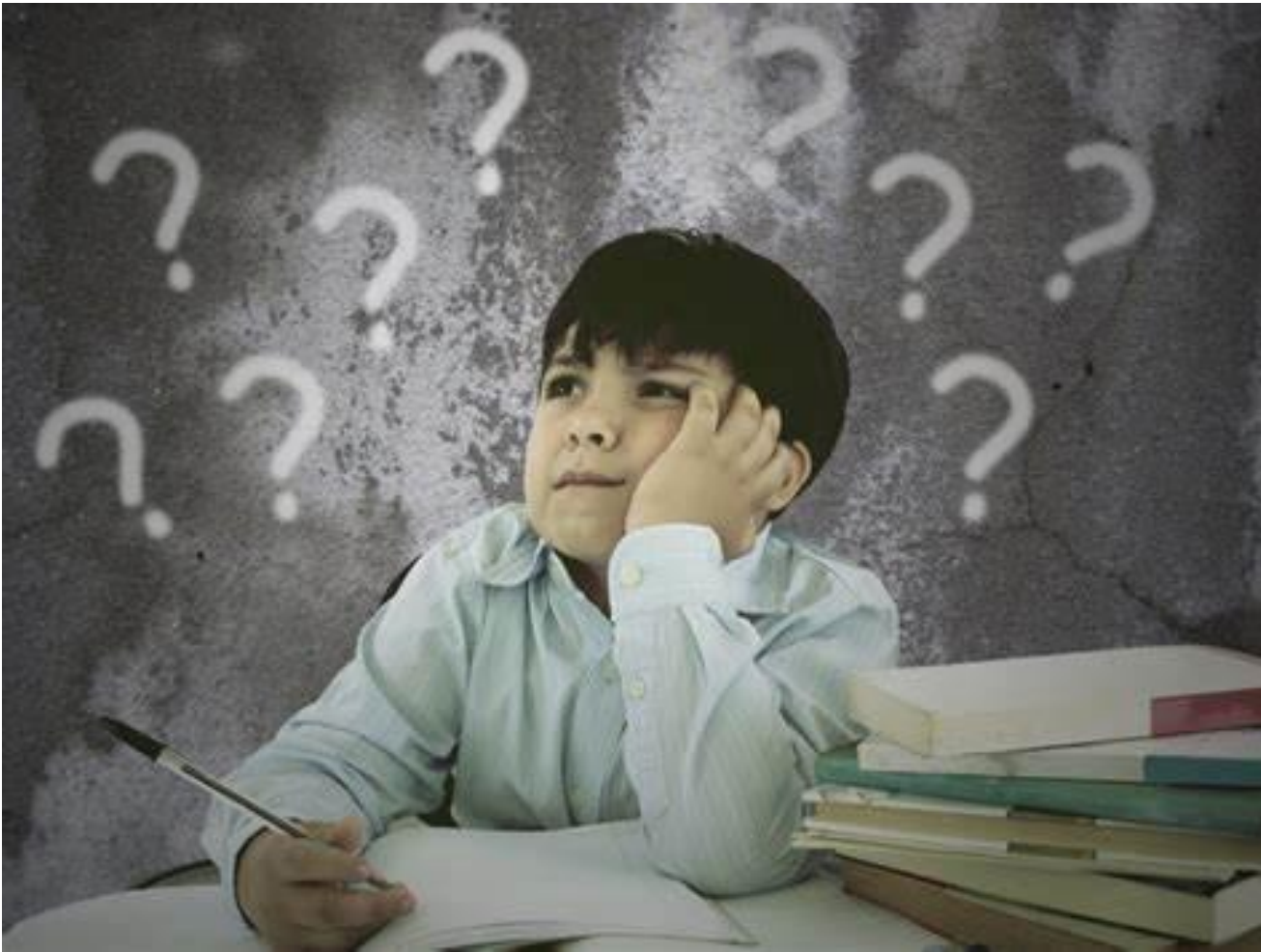
Academic TFI 1.5

Performance Measures

Measures of student performance include goals with success feature criteria and are communicated to students.

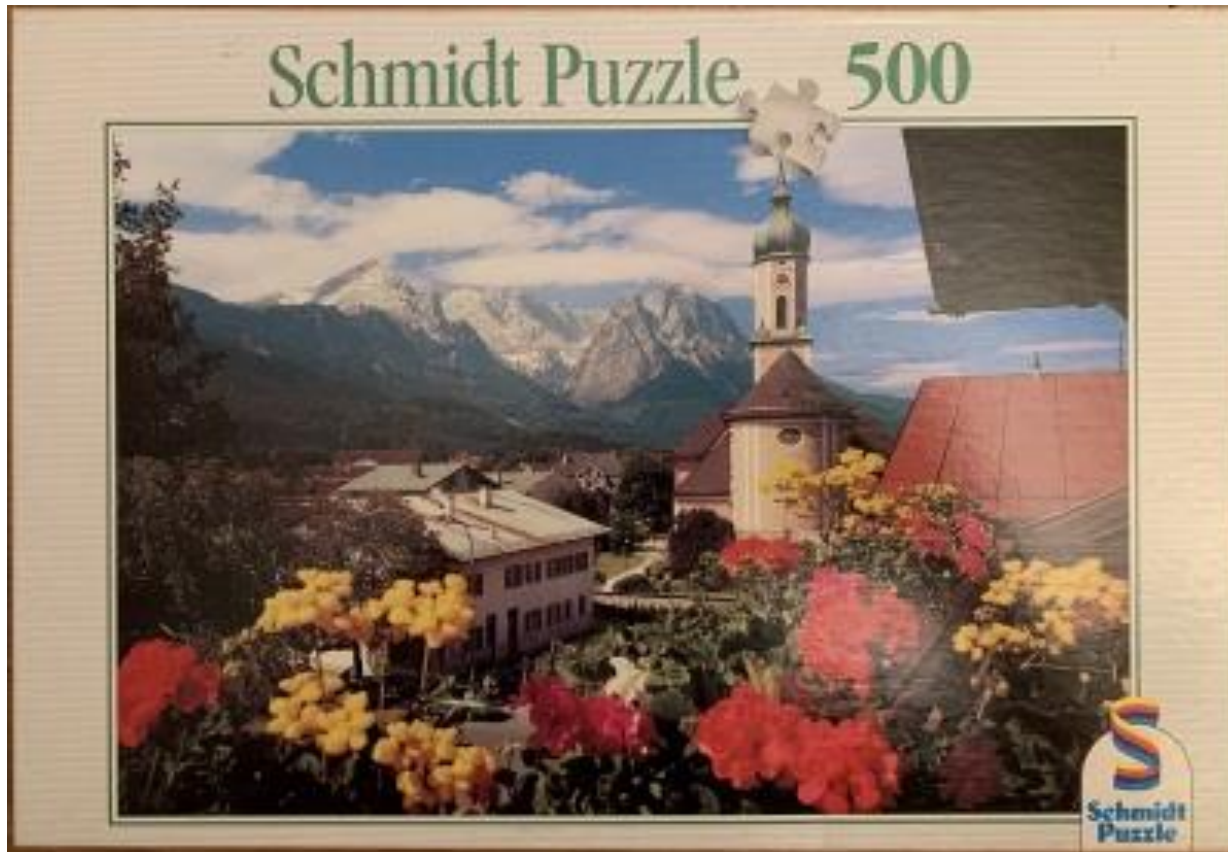
Evidence:

- Lesson goals include success feature criteria
- Student rubrics and/or checklists
- Minutes from collaborative planning sessions
- Performance based assessment



How will students know if they have achieved the learning intention?

The box puzzle analogy



Success criteria need to be...

- **Linked** to the learning intention
- Written in **student friendly language**
- Easy to understand
- **Specific, concrete, and measurable**
- Providing **support** to the student
- Providing the basis of **feedback**
- **Revisited** throughout the lesson
- Created with **input from students**

Source: [Archer, A, \(2018\); Assessment for Learning](#)



Defining success criteria is an equitable practice.

Classroom examples

Algebra 1

Learning Target

I can write absolute value equations in piecewise function notation.

Success Criteria

- I can divide absolute value graphs into 2 pieces at the axis of symmetry.
- I can write an equation in slope intercept form for each piece.
- I can determine the domain of each piece.

Literal Comprehension

The Book of Answers → **PULL**

- when we pull facts and details from the text
- information directly written by the author

Learning Goal → We WILL show an understanding of the texts we read by summarizing and explaining important details and ideas.

Success Criteria

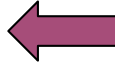
- I will begin my answer using part of the question.
- I will use supporting details/evidence from the text -- using the author's own words.
- I will give at least 2-3 pieces of evidence.
- I will use proper conventions → spelling, punctuation, grammar, etc.
- I will reread my answer to "MAKE IT BETTER, and MAKE IT RIGHT!"

Single Point Rubric

Instructor: Mrs. Pereira

Course: Design Technology- Digital Design

Learning Target: Powerful presentations effectively communicate information.



| Concerns <i>Areas that Need Work</i> | Criteria <i>Standards for This Performance</i> | Advanced <i>Evidence of Exceeding Standards</i> |
|--|--|---|
| | <p>Criteria 1: PLANNING (storyboard/graphic organizer)</p> <p>Detailed planning (storyboarding/graphic organizer) is evident. The storyboard was followed closely during animation.</p> | |
| | <p>Criteria 2: TEXT</p> <p>Text supports the information being communicated and is appropriate in at least 3 of the following:</p> <ul style="list-style-type: none"> - Size - Color - Font - # lines and words | |
| | <p>Criteria 3: CONTENT</p> <p>Content is in <u>authors'</u> own words with 1-3 errors in: spelling and grammar</p> | |

Academic TFI 1.4a

Evidence-Based Practices

Learning Intention

Understand how to select and use evidence-based practices

Success Criteria

Use the Selection of Evidence-Based Practices tool to select an evidence-based practice/program to use in my classroom or school

Academic TFI 1.4a

Evidence-Based Practices

Teachers strategically select and use **evidence-based practices** that are supported by the division/school and matched to learner needs.

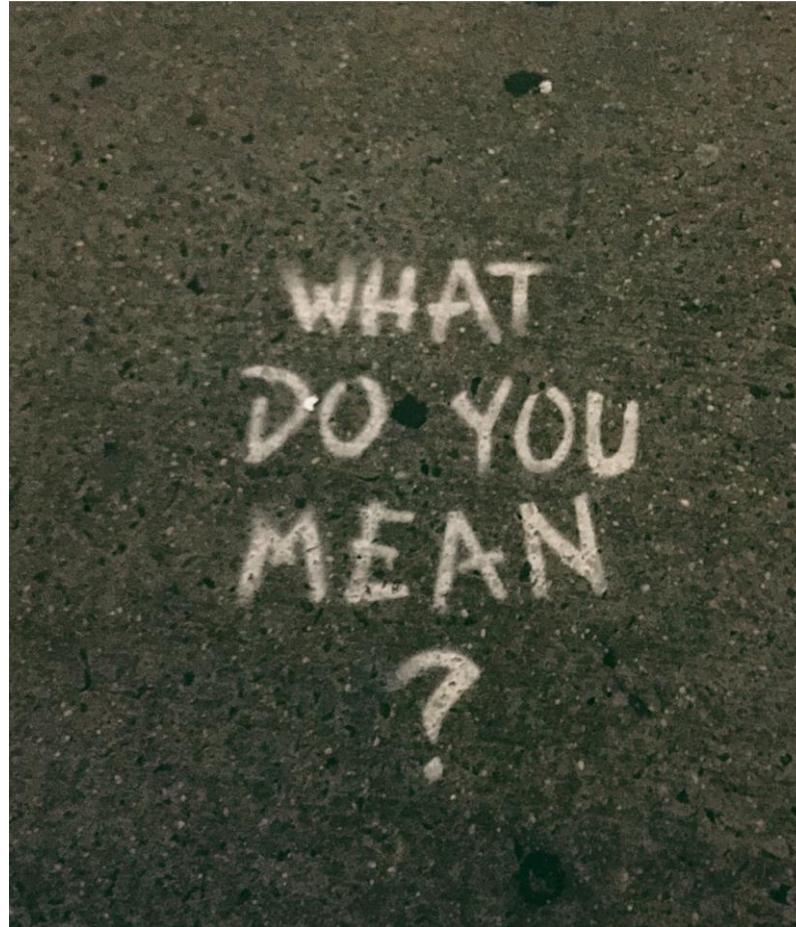
Evidence:

- Lesson plans
- Initiative maps
- Tier definitions
- Resource maps
- Quality core instruction guides
- Walkthrough tool/document or data
- Meeting minutes reflecting use of selection tool

Practices

Promising
practice

Research-
based
practice



Evidence-
based
practice

Emerging
practice

Definition

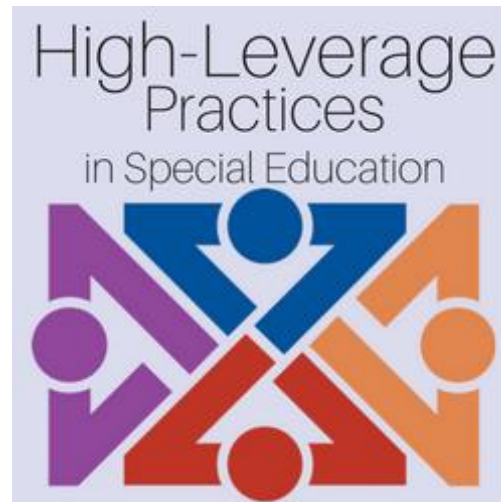
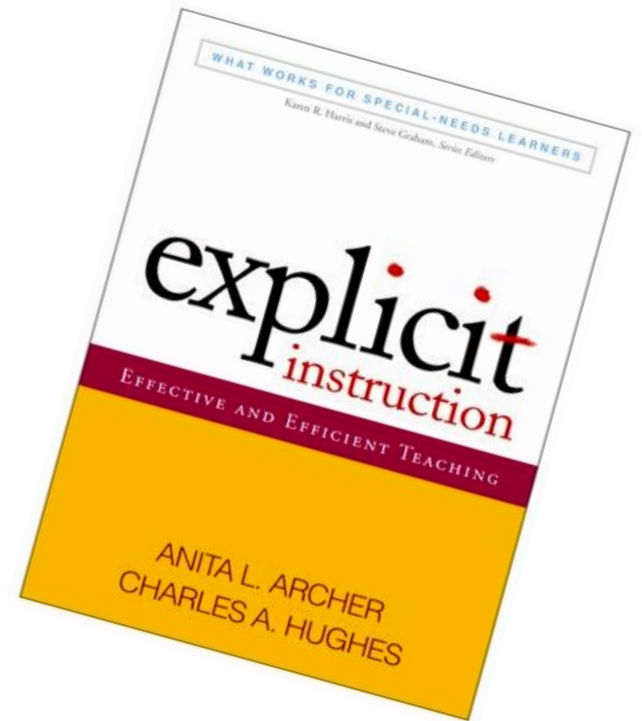
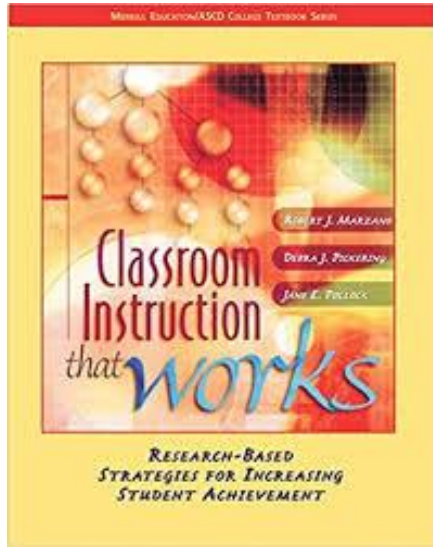
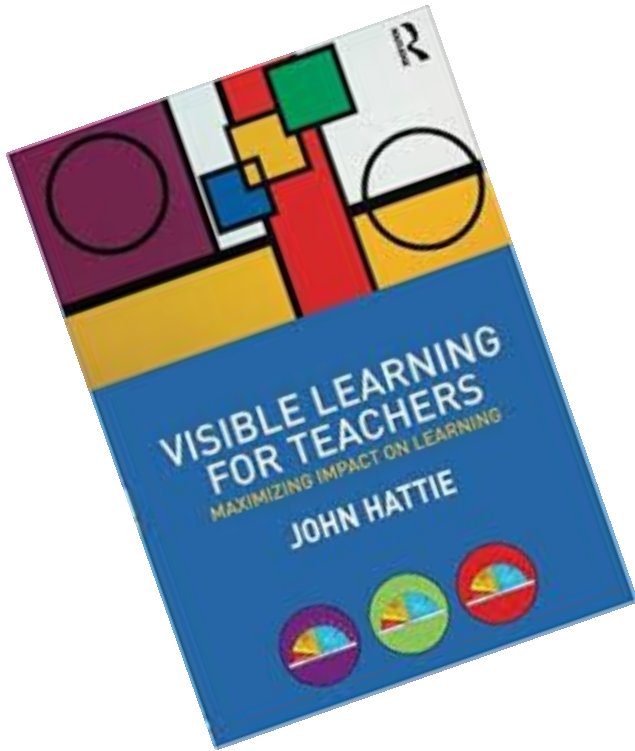
Evidence-based Practices

Skills, techniques, and strategies that are supported by research that shows the practice or program works (i.e., improves student outcomes).

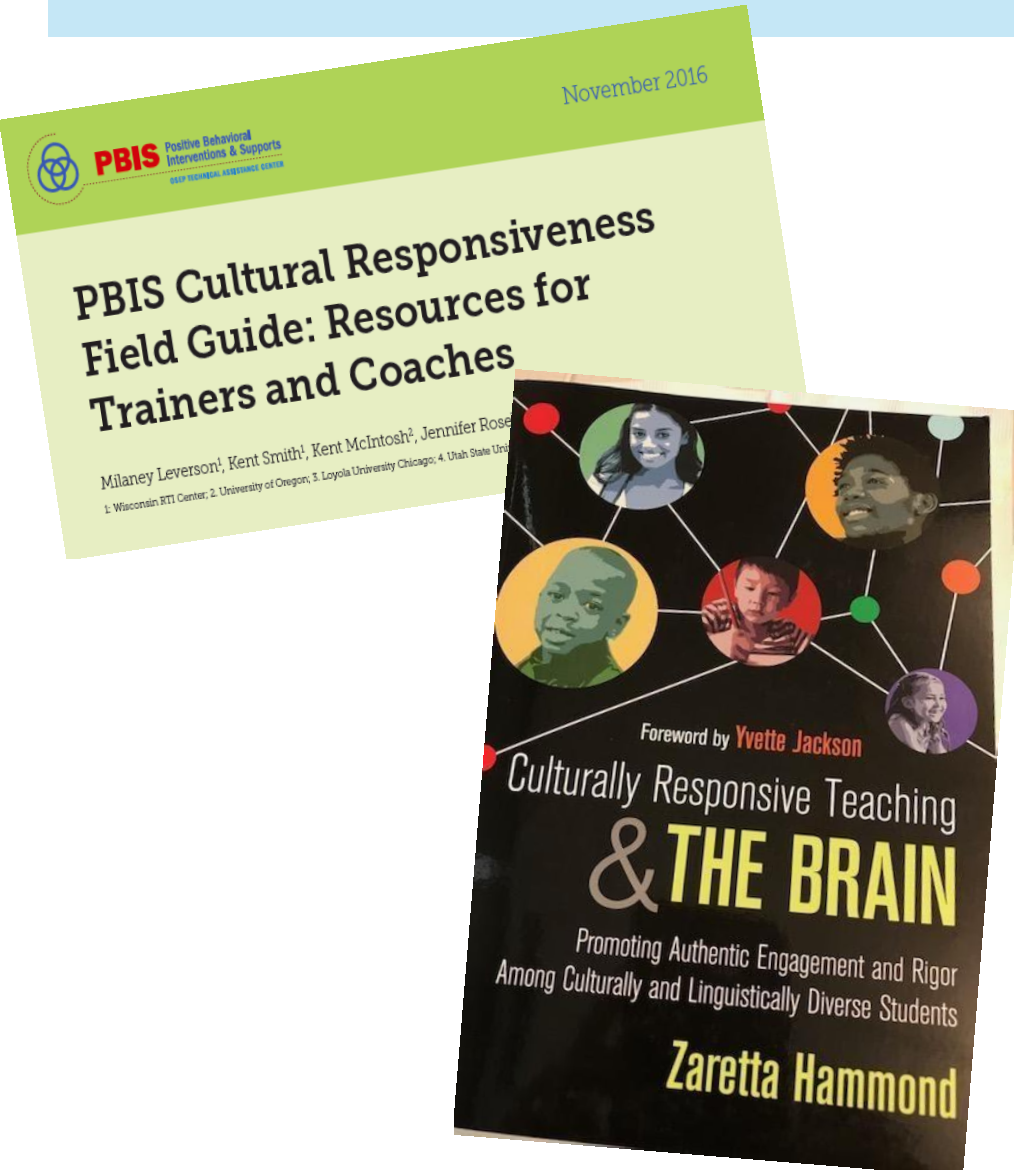
Sources: McIntosh & Goodman, 2016; IRIS Center, n.d.



Sources for Evidence-Based Practices



Cultural Responsiveness



1. Deepen background knowledge
2. Cultivate cognitive routines
3. Build word wealth

Amielle Major, "How to Develop Culturally Responsive Teaching for Distance Learning" QKED

5/20

Selection of Evidence-Based Practices: Side 1

Selection of Evidence Based Practices for Reading, Math, and Behavior: *Is it the right thing to do? Do we think we can do it the right way?*

| NEED | EVIDENCE | RESOURCES |
|---|--|---|
| <ul style="list-style-type: none"> Do we have data that supports the need? | <ul style="list-style-type: none"> Is there research to support its use? | <ul style="list-style-type: none"> Is there time and money for adequate training? |
| <ul style="list-style-type: none"> Have we considered parent and community support? | <ul style="list-style-type: none"> Is there research to support its use with a particular population? | <ul style="list-style-type: none"> Is the technology department able to support the EB if needed? |
| <ul style="list-style-type: none"> Will this EBP support a school improvement or continuous improvement goal? | <ul style="list-style-type: none"> Is the effect size sufficient? | <ul style="list-style-type: none"> Is there time and money for adequate training? |
| <ul style="list-style-type: none"> Is there data specific to the EBP that can serve as a component of progress monitoring? | <ul style="list-style-type: none"> Is it cost effective or is there something less expensive that yields similar results? | <ul style="list-style-type: none"> Does school leadership support the EBP? |
| <ul style="list-style-type: none"> Can the data be communicated to students (feedback) and parents? | <ul style="list-style-type: none"> Is there a fidelity checklist or tool? | <ul style="list-style-type: none"> Does school leadership have a plan? |
| <ul style="list-style-type: none"> Is there a system in place to evaluate the data to determine outcomes? | <ul style="list-style-type: none"> Are there competing initiatives? | <ul style="list-style-type: none"> Have staff members been selected to implement? |
| | <ul style="list-style-type: none"> Is there clarity about where the initiative fits in the tiered system? | <ul style="list-style-type: none"> Has the coach or expert on the EBP been identified as a primary assistant and communicator? |
| | <ul style="list-style-type: none"> Is there sufficient time in the schedule for the EBP? | <ul style="list-style-type: none"> Is the EPB easily replicated? |
| | | <ul style="list-style-type: none"> Does the division support the EBP? |
| | | <ul style="list-style-type: none"> Can families be shown how to support the EBP? |

Is it the right thing to do?

Do we think we can do it the right way?

Resources:

- Collaborative on Academic, Social and Emotional Learning: www.casel.org
- Evidence Based Intervention Network: <http://ebi.missouri.edu/>
- Evidence-Based Behavioral Practices: <http://www.ebbp.org/>
- National Center on Intensive Interventions <http://www.intensiveintervention.org/>
- Promising Practices <http://www.promisingpractices.net/>
- SAMHSA Registry of Evidence-Based Program and Practices: <http://nrepp.samhsa.gov/Index.aspx>
- RTI Action Network <http://www.rtinetwork.org/>
- What Works Clearinghouse by the USDOE Institute of Education Sciences: Using Student Achievement Data to Support Instructional Decision Making http://ies.ed.gov/ncee/wwc/pdf/practice_guides/ddd_pg_092909.pdf

Selection of Evidence-based Practices: Side 2

Evaluation of Evidence Based Practices: *Did we do it the right way? Did it work the way we planned?*

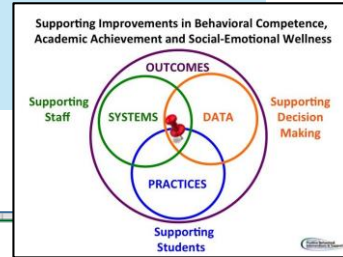
| DATA | PRACTICES | SYSTEMS |
|---|---|---|
| NEED | EVIDENCE | RESOURCES |
| <ul style="list-style-type: none"> Does the data suggest that this EBP was successful? | <ul style="list-style-type: none"> Has fidelity of implementation been measured? | <ul style="list-style-type: none"> Are the materials organized and categorized by an assigned person? |
| <ul style="list-style-type: none"> Has the data been mined to determine the subgroups for whom the EBP was successful? | <ul style="list-style-type: none"> Is there evidence of an instructional match between student need and the EBP? | <ul style="list-style-type: none"> Is on-going assistance available in terms of coaching and training? |
| <ul style="list-style-type: none"> Does the data suggest that this EBP is still needed? | FIT | CAPACITY |
| | <ul style="list-style-type: none"> Does the EBP continue to support the school or division priorities? | <ul style="list-style-type: none"> Are there a sufficient number of trained implementers? |
| | <ul style="list-style-type: none"> Does the EBP align with the standards and teaching matrix? | <ul style="list-style-type: none"> Is the EBP incorporated into a long-range plan to support outcomes |


Step One: Consider all of the resources from the resource mapping. Is it complete?

Step Two: Evaluate current EBPs, eliminate ones that aren't getting desired outcomes and select new EPBs as needed.

Step Three: Complete a Tier Definition document that outlines the EBPs to be used in school and division.

Evidence-based Practices and Programs: School





School Resource Map

Tier I: Resources for Behavior, Academics, and Social Emotional Wellness

| PROGRAM/PRACTICE | | | | IMPLEMENTATION | | |
|--|---|---|---|--|---|---------------------------------------|
| Name What is the name of the Program or Practice? | Target Population Which grade, group, etc of students does this program or practice serve? | Focus What is the content focus of this program or practice? | Evidence Based Is the program or practice based on evidence? | Eligibility What data indicates a need? | Progress Monitoring How is progress monitored? How often is progress monitored? | Fidelity How is fidelity measured? |
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Learning Intentions

- Describe elements of an aligned curriculum
- Explore a process for lesson plan development
- Describe how teacher clarity influences instructional planning
- Understand how to select and use evidence-based practices

I can...

- List the elements of an aligned curriculum
- Explain a process for lesson plan development used in my school
- Explain how to include components of teacher clarity during the planning process
- Use the Selection of Evidence-Based Practices tool to select an evidence-based practice/program to use in my classroom or school

