

# Classroom Evaluation of Kentucky Department of Education Key Core Work Processes for Novice Reduction

## Design and Deliver Instruction

**Key Elements of this Process:** All schools and districts are to ensure their instructional program is intentional and of the highest quality. Tier I is the highly effective, culturally responsive, evidence-based core instruction, provided to all students in the classroom. Teachers must implement evidence-based curriculum and/or strategies with fidelity for both academic and behavioral instruction. It is the responsibility of the teacher to determine how a student learns best.

### Continuous Improvement Activities

#### Establish a **process** (work) to:

- Ensure congruency is present between standards, learning targets, and assessment measures.
- Develop a clearly defined RTI school/districtwide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks.
- Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations.
- Establish communication protocols for parents/guardians regarding placement and progress in intervention support systems.
- Ensure monitoring measures are in place to support holistic planning for high fidelity instructional delivery of the standards.
- Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery.
- Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.
- Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students.
- Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments.
- Implement formal and informal processes that teachers and students utilize to gather evidence to directly improve the learning of students assessed.

#### Establish a **practice** (worker) to:

- Ensure formative assessment measures are within lesson planning practices for each phase of Explicit Instruction (Before, During, and After).
- Ensure that instructional modifications are made based upon the immediate feedback gained from formative assessments (Assessments for Learning).
- Ensure that students have an opportunity to “unpack” standards.
- Construct student-friendly learning targets.
- Ensure that students understand the success criteria within each learning target. (“Our learning target for today is \_\_\_\_\_, and we will know we are successful when we \_\_\_\_\_.”)
- Plan strategically in the selection of high yield instructional strategy usage within lessons.
- Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.
- Plan for and implement active student engagement strategies.
- Use formative and summative evidence to inform what comes next for individual students and groups of students.
- Develop assignments and activities reflect the learning targets students have had the opportunity to learn.

## Continuous Improvement Activities

- Ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap.

### Establish a **condition** (workplace) to:

- Ensure that student voice opportunities are incorporated within the culture of the school and classroom, and that such data is reviewed for analysis of strategy and program improvements.
- Increase collaboration in deconstructing standards and developing congruent learning targets.
- Ensure that all users of assessment data use information to benefit student learning.
- Ensure that effective communication to guide instructional planning, student grouping, etc.