9-12 S-CAP SSR Team-Level Summary of Findings: Curriculum and Instruction

Performance Level Descriptions

Evidence of Awareness	**Evidence of Commitment**	**Evidence of Practice**	**Evidence of Impact**
0 1	**2 3**	**4 5**	**6 7**
(0) Most stakeholders express little interest in or involvement with the element. Key individuals who would have responsibilities relative to the element have little knowledge of the element and are not taking action to become involved. holders indicate a general awareness of and interest in learning more about the element. Stakeholders are acquiring information about the element and may be exploring the value, determining the demands, etc.	(2) Key individuals (educators, leaders) who would have responsibilities relative to the element are uncertain about the demands, his or her adequacy to meet those demands, or his or her role. (3) Key individuals (educators, leaders) who would have responsibilities relative to the element are preparing, and understand what it will take to implement and/or improve the element.	(4) Stakeholders are interested mainly in the processes and tasks associated with the element. Concerns related to efficiency, organizing, managing, and scheduling dominate. Key individuals focus most of their effort on the short-term, day-to-day activity associated with the element. Changes in practice are made more to meet their needs than those of their students/ or other stakeholders. (5) Key individuals' work in implementation of the element is stabilized. Few if any changes are being made to ongoing practice. They are *not* spending time in preparation or considering how to make improvements.	(6) Stakeholders are focused on the impact of the element on students within his or her immediate sphere of influence. They consider the relevance of the element for students; the evaluation of student outcomes, including performance and competencies; and the changes needed to improve student outcomes. Key individuals make improvements relative to the element to increase the impact for students within their immediate sphere of influence. (7) Stakeholder perspectives focus on coordinating and cooperating with others relative to the element. Key individuals are combining their efforts with the related activities of colleagues to achieve a collective effect relative to the element on students and others within their common sphere of influence.

Curriculum and Instruction

Element	*Evidence Sources*	*Notes on Evidence/Themes*	*Level of Evidence*			
			0 or 1	*2 or 3*	*4 or 5*	*6 or 7*
Curriculum: Curriculum is written and aligned so there are no gaps or unnecessary overlaps and represents important and demanding	*Documents* *Focus Groups* *Observation data* *Planbook evidence*	*Math curriculum is aligned and in the later stages implementation.* *Planbook shows strong evidence of lesson planning.* *Other curriculum areas not as strong evidence of alignment and rigor*			*4.5*	

understandings and processes.		*Focus group indicated that curriculum was moving very fast and that students may not always be learning math content.* *All areas on HS SPF was approaching in academic achievement.*				
Instructional Planning: Planning is aligned to curriculum that is important and demanding. (the WHAT is defined)	*Observation* *Teacher Survey* *Documents* *Focus Groups* *Planbook*	*Majority of secondary teachers post lesson plans on planbook that allows parents and students public access to those plans.* *Limited to significant evidence of demanding lessons during observation*			*4.5*	
Instructional Planning: Intentional planning for delivery of instruction is focused, engaging, and scaffolded. (The HOW)	*Teacher Survey* *Documents* *Focus Groups*	*Observation data supports significant evidence of engaged, focused and scaffolded instruction.*			*5*	
Instructional Planning: Instructional planning includes reflection on effectiveness of instruction. (the HOW)	*Observation* *Teacher Survey* *Documents* *Focus Groups*	*Survey indicated that 91% of teachers felt supported to try new strategies.* *88% Staff seek new ways of delivering instruction practices.*			*5.5*	
Instructional Planning: Systems are in place to plan for and ensure instructional supports for specific learning needs.	*Observation* *Teacher Survey* *Focus Groups*	*59 % parents felt that school had high expectations for all students.* *37% of parents indicated that teachers adjusted instruction to meet students academic needs.* *42% of parents indicated teachers meet special learning needs of students*		*3*		

Instructional Practice: Instructional practices are demanding, and important, and ensure transfer of learning.	*Observation* *Teacher Survey* *Documents* *Focus Groups*	*Observation data shows even split of scores for both limited and significant evidence of demanding and transfer of learning.*			*4*	
Instructional Practice: Instructional practices are engaging.	*Observation* *Teacher Survey* *Focus Groups*	*Observation data shows an even split of scores for both limited and significant evidence of engaging lessons.*			*4*	
Instructional Practice: Instructional practices are focused.	*Observation* *Teacher Survey* *Student Survey* *Documents* *Focus Groups*	*Observation data shows significant evidence of focused lessons. However, data shows more that were marked as not observed or not applicable.*		*3.5*		
Instructional Practice: Instructional practices are scaffolded.	*Observation* *Teacher Survey* *Documents* *Focus Groups*	*.Observation data shows evidence of scaffolding strategies.*			*4*	