# PK-5 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.<br><br>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.<br><br>(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.<br><br>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.<br><br>(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.<br><br>Key individuals make improvements relative to the element to increase the impact for students within their immediate sphere of influence.<br><br>(7) Stakeholder perspectives focus on coordinating and cooperating with others relative to the element.<br><br>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*<br>*Parent Survey*<br>*Parent Focus group*<br>*Observations* | *Math Scope and Sequence is completed and a plan in place to expand to other subjects.*<br>*While parents indicate access to teachers and good communication, would like a better understanding of curriculum.* | | | *4* | |

| | | | | | | |
|---|---|---|---|---|---|---|
| understandings and processes. | | | | | | |
| *Instructional Planning*: Planning is aligned to curriculum that is important and demanding. (the WHAT is defined) | *Observation* | *Student Friendly Learning Targets were visible in more than half of classrooms.* | | *3* | | |
| *Instructional Planning*: Intentional planning for delivery of instruction is focused, engaging, and scaffolded. (The HOW) | *Documents*<br>*Teacher Focus Groups* | *Elementary IE groups are used to differentiate interventions daily.*<br>*Teacher focus group supported using data to determine intervention levels.*<br>*Scaffolded shows stronger results on three data sources (schedule of IE, teacher focus group, observations) than focus and engaging* | | *2 (Focused and Engaging)* | *5 scaffolding* | |
| *Instructional Planning*: Instructional planning includes reflection on effectiveness of instruction. (the HOW) | *Observation*<br>*Teacher Survey*<br>*Documents*<br>*Focus Groups* | *Formative data is available as evidenced in documents, yet teacher survey says formative data not used as much.*<br>*Data seems to be used for forming tiered groups, evidence was not observed for using this for instructional moves within class* | | | *4* | |
| *Instructional Planning*: Systems are in place to plan for and ensure instructional supports for specific learning needs. | *Observation*<br>*Teacher Survey*<br>*Focus Groups* | *Tiered Support system is in place and fluid.* | | | *5* | |
| *Instructional Practice*: Instructional practices are demanding, and | *Observation*<br>*Teacher Survey*<br>*Parent Survey*<br>*Student Survey* | *Data sources vary. Observation data notes limited evidence.* | | *2* | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| important, and ensure transfer of learning. | | | | | | |
| *Instructional Practice*: Instructional practices are engaging. | *Observation Student Survey* | *Observational data supported evidence of on task behavior, but not active engagement. (survey data - learning goal orientation also supports with 58%)* | | *3* | | |
| *Instructional Practice:* Instructional practices are focused. | *Observation Student Survey Student Focus Groups* | *Observational data and student focus group indicates students are not aware of learning expectations or the "why" of the lesson, though behavior expectations are clear and evidenced.* | | *2* | | |
| *Instructional Practice:* Instructional practices are scaffolded. | *Observation Teacher Survey Documents Teacher Focus Groups* | *Data sources show scaffolding is a primary strategy for addressing student academic need through structures (IE). Limited, but some, evidence for scaffolding within the classroom* | | | *4* | |