

Instructional System

Readiness and Planning Actions

Research on effective practices for supporting instruction in a district focus on creating a framework for Curriculum Design and Content, applying this through Curriculum Resources, Implementing Curriculum through instruction, and Evaluating Curriculum and Teaching. Before engaging in these practices, school districts determine readiness to implement the practices and engage in planning activities to prepare for implementation with a focus on continuous improvement. Below are the action steps required to set the stage for instructional systems, followed by specific planning steps for each of the research-based practices.

READINESS DETERMINATION, LOGISTICS, AND PROTOCOLS

CONSIDERATION	GETTING STARTED	GETTING BETTER	KEEP IMPROVING
Readiness	The district uses the Hexagon Discussion and Analysis tool to consider the fit and feasibility of implementing programs and/or practices within the Instructional System. A team implementing programs and/or practices. A team is identified to review and discuss. Discussion questions are reviewed to ensure any relevant data or resources are available during review.	The team reviews and discusses the questions for each indicator and documents relevant considerations. The team rates each Hexagon component using the 5-point Likert scale in each section. If needed, data is gathered, obstacles documented, and notes are used for the final recommendation.	Using the discussion notes and ratings, the team makes recommendations regarding the fit and feasibility of programs and/or practices and, if relevant, what additional support each component may need. While ratings should be taken into account during the decision-making process, the ratings alone should not be used to determine final recommendations.
Resources	The district has committed enough resources (dedicated or compensated time, access to information, etc.) for educators to participate in curriculum development or review processes for a assigned team focusing on subject-area and grade-level curriculum development.	The district allocates resources within annual budgets and incorporates dedicated time for review teams and professional learning into instructional staff contracts for decisions around curriculum, instruction, and assessment. The district develops a calendar for periodic reviews by subject-area and grade-level bands over multiple years.	The district allocates resources within the annual budget for staff participation in review teams, professional learning around curriculum, and annual reviews of curriculum resources, as well as for regular replacement of curriculum resources for student learning. The district incorporates dedicated time in employee calendars and contracts specifically for this purpose. The district integrates such practices into teacher collaborative routines and has developed internal capacity for this task.



CONSIDERATION	GETTING STARTED	GETTING BETTER	KEEP IMPROVING
Protocols	Sample norms and protocols for instructional staff data review and decision-making have been gathered. Some teachers have been provided training in the creation and use of protocols.	Norms and protocols for decision-making and data review are established through collective development and adhered to within each collaborative group. All teachers have been provided training in the use of protocols.	Agreed upon norms and protocols for collaboration are established through collective development, adhered to across grade levels throughout the district, and are monitored, reviewed, and revised on a regular basis. Ongoing differentiated training is provided for all teachers in the use of protocols around the identified need.

CURRICULUM DESIGN AND CONTENT

PRACTICE	IN#	GETTING AWARE	GETTING READY
1. <i>The district's curriculum is based upon its vision and identified approaches to learning, which are grounded in scientific research.</i>	1	The district completes an inventory of existing resources and instructional practices around the curriculum that they are currently enacting with students. Curriculum development work, if not part of a regular cycle of practice for a district, is typically not done in all subjects and all grade levels initially, so the district may wish to review existing information to determine initial areas of strength (both in terms of resources and capacity) to develop the full curriculum for one subject area and/or grade band, and then leverage that experience to address other areas of need.	The district establishes a schedule and protocol for the development of curriculum and the creation, revision, or selection of appropriate curriculum resources to meet the district's vision for learners. The district ensures that educators and stakeholders have relevant data to make decisions and that there are appropriate time and resources allocated to the development of curriculum.



PRACTICE	IN#	GETTING AWARE	GETTING READY
<p>2. <i>The district's curriculum is aligned to learning progressions and measurable learning outcomes.</i></p>	2	<p>The district reviews a variety of curriculum frameworks that define how a curriculum can be structured to support instruction and assessment. The district selects curriculum frameworks that align to their current approach to curriculum and instruction.</p>	<p>The district utilizes curriculum frameworks to map out existing curriculum. The district engages educators to determine which framework supports content and structure, and is the most supportive of instructional practices that are aligned to the curriculum.</p>
<p>3. <i>The district's curriculum includes essential academic and non-academic learning (curricular) outcomes that are aligned to the district's vision.</i></p>	3	<p>The district engages in a review of district data and examples of curriculum to ensure the curriculum includes instructional practices for deeper learning and student competencies that are integrated with state-mandated academic and non-academic standards.</p>	<p>The district identifies areas of strength and opportunity for curriculum development across academic and non-academic topics. The district explores examples of deeper learning and student competencies through literature review. The district also identifies individual perspectives and expertise among district staff and community resources for curriculum development. The district prioritizes areas of curriculum development and revision to create an implementation plan and schedule over multiple years.</p>
<p>4. <i>The district's curriculum is aligned (horizontally and vertically) and ensures coherence, equity, and rigor.</i></p>	4	<p>The district inventories curriculum to determine whether specific strands of content have been mapped throughout multiple grade levels (vertical alignment) and across classrooms within a specific grade level (horizontal alignment) to identify how subjects are developed over time and across the district for learners. The district determines if curriculum is both rigorous and equitable.</p>	<p>The district maps selected student learning outcomes across grade levels and classrooms to develop a protocol for analysis of vertical and horizontal alignment of curriculum in their district as well as being suitably rigorous.</p>



CURRICULUM RESOURCES

PRACTICE	IN#	GETTING AWARE	GETTING READY
<p>5. <i>The district's curriculum resources for teaching are aligned to the district's vision for learners.</i></p>	5	<p>The district conducts an inventory of curriculum resources including information about alignment to standards, relevant instructional support resources, connections to research or findings on student learning, and alignment to the identified knowledge, skills, and values incorporated in the district curriculum. This information will be needed to make decisions about future resource selections and/or further development by the district to ensure a coherent and complete curriculum across all topics of learning.</p>	<p>Once the district has identified the various curriculum resources, district leaders map out the resources to the relevant subject areas and grade levels and review the connection to current content standards, learning progressions, research on student learning, and learning outcomes identified by the district. This information, along with data on student achievement, can be used to develop a plan for selection and acquisition of resources by the district over multiple years.</p>
<p>6. <i>The district's system of assessments for academic and non-academic skills are aligned to the curriculum.</i></p>	6	<p>The district conducts an inventory of assessments for each content area, grade level, and competency identified in the district curriculum. The inventory is used to identify areas of strength within the system of assessments used, gaps in content or competencies assessed, and teacher knowledge of assessment practices that can be used in the ongoing development and review of a "balanced-assessment system".</p>	<p>The district maps the assessments to student learning outcomes, skills, or competencies identified in the district curriculum. The maps assist district leaders to evaluate where the assessments work together to support instruction or student intervention decisions. District leaders use the inventory and mapping to identify areas of focus for aligning assessments to the curriculum. The district develops a plan to align existing assessments and to fill gaps in assessment practices.</p>



IMPLEMENTING CURRICULUM

PRACTICE	IN#	GETTING AWARE	GETTING READY
<p>7. <i>The district's instructional models are aligned to the district's vision for learning.</i></p>	7	<p>The district engages in an inventory of instructional models that are utilized in the classroom.</p>	<p>The district maps existing instructional practices that have been identified through an inventory and/or observation process to instructional models identified in research. This helps to identify areas of strength and opportunity for the district, and can help identify instructional capacity within their own teaching staff to develop and implement these models.</p>
<p>8. <i>The district provides ongoing, job-embedded professional learning for all educators to continuously improve instructional practices and student support. (*connected to SSS-11)</i></p>	8	<p>The district explores professional learning that is ongoing and job-embedded, including instructional coaching and teacher collaborative routines. The district engages in needs assessment process to identify primary areas of focus for instruction by using observational instruction data, curriculum implementation data, and student outcome data.</p>	<p>The district reviews considerations for designing and implementing professional learning based upon <i>Michigan's Professional Learning Standards</i> (adopted from the Learning Forward standards). The district develops a professional learning plan that incorporates collective and individual needs using instructional data, observational strategies, and teacher collaborative routines.</p>
<p>9. <i>The district's allocation of time and resources are aligned to student need and district-defined essential learning.</i></p>	9	<p>The district engages in an inventory of curricular maps that are utilized in the learning environment.</p>	<p>The district uses information from the instructional inventory to identify areas of consistency and differences in content coverage, time, and resources.</p>



PRACTICE	IN#	GETTING AWARE	GETTING READY
<p>10. The districts's academic and non-academic support matches individual student need. <i>(*connected to SSS-6)</i></p>	10	<p>The district inventories its programs, practices, and resources for the areas of student learning and instructional support. District explores research on Multi-Tiered System of Supports (MTSS), a comprehensive framework comprised of a collection of research-based strategies designed to meet the individual needs and assets of the whole child.</p>	<p>The district uses information from an inventory of practices and exemplary models for implementation of a Multi-Tiered System of Supports, such as the <i>MDE MTSS Practice Profile</i>, to identify where the district has strengths and capacity to support such practices, and where the district has gaps to fill. The district develops a plan for implementation of strategies that incorporates all grade levels and subject areas over time.</p>
<p>11. The district's use of data supports continuous improvement practices. <i>(*connected to SSS-13)</i></p>	11	<p>The district engages in an inventory of the monitoring of instructional practices and identifies opportunities for additional data collection. The district explores multiple approaches for gathering instructional and curricular practice information.</p>	<p>The district selects various strategies for monitoring implementation of the district curriculum and instructional practices. Monitoring practices are implemented in a focused manner to ensure that data are used for decision making within the district.</p>

EVALUATION OF CURRICULUM AND TEACHING

PRACTICE	IN#	GETTING AWARE	GETTING READY
<p>12. The district's assessment of teaching and learning is aligned to the district's vision.</p>	12	<p>The district explores the educator evaluation models allowed by the state to determine best alignment with the vision, mission, and approach to learning of the district. The district also investigates the available training and internal capacity to use a particular model.</p>	<p>The district identifies, trains, and calibrates an appropriate teaching and learning evaluation model (and administrator evaluation model, as required by state law). The district aligns other curriculum and instructional monitoring tools (such as walkthrough forms) to the evaluation model, and ensures that district context is reflected in the evaluation model.</p>



PRACTICE	IN#	GETTING AWARE	GETTING READY
<p>13. The district uses improvement cycles to monitor short-term routines in order to achieve long-term goals. <i>(*connected to SSS-13)</i></p>	13	<p>The district inventories their data collection processes to see what data is collected and reviewed, how often it is gathered and reported, and who is reviewing the data. The district reviews different data protocols, including the use of an improvement cycle process, as a means of narrowing the focus of data analysis for ongoing actions or routines.</p>	<p>The district identifies data protocols and educates district leaders and staff around relevant data analysis, improvement cycle, and decision-making processes.</p>
<p>14. The district's evaluation and assessment of curriculum and its resources ensure equity for every child. <i>(*connected to SSS-14)</i></p>	14	<p>The district engages in a curriculum inventory to determine how resources are reviewed and updated. The district explores research-based practices and protocols to see how curriculum information can be reviewed relative to:</p> <ul style="list-style-type: none"> * content standards (both from a content perspective and from student outcomes disaggregated by student groups, building, grade level, and other criteria); * non-academic competencies and outcomes (both relative to the competencies and disaggregated student outcome data for non-academic measures; * use of assessments to gauge learning; * representation considerations for content based on diversity, equity, and identity issues; and * incorporation of new information and research on instructional practices. 	<p>The district uses information from a curriculum inventory and surveys of instructional staff to evaluate needs and impact of curriculum and instruction using identified needs assessment protocols and analysis techniques. The district uses both district-wide data as well as disaggregated student group data to identify potential equity issues, and uses root-cause analysis techniques to identify potential problems for equity, performance, or other outcome gaps for students.</p>

