

# Mapping the Instructional System Tool

## Stage: Planning Instruction

### Alignment Questions

**AL1. Who creates the aligned curriculum? District teams? School teams? Individual teachers? Other?**

Strong Area    Weak Area    Not Present

**AL2. Where does the aligned curriculum reside? In district curriculum guides? School curriculum guides? Other? Online or hard copy or both?**

Strong Area    Weak Area    Not Present

**AL3. When and how often is the aligned curriculum reexamined and revised? By whom?**

Strong Area    Weak Area    Not Present

**AL4. How is the aligned curriculum organized? By subject? Grade level? Course?**

Strong Area    Weak Area    Not Present

**AL5. Who names courses and organizes them into units? District teams? School teams? Individual teachers? Other?**

Strong Area    Weak Area    Not Present

**AL6. How are student learning data used in the alignment process?**

Strong Area    Weak Area    Not Present

### Design Questions

**ID1. Is a standard template used by all teachers for their lesson designs? If yes, describe the template and how it is used.**

Strong Area    Weak Area    Not Present

**ID2. Are lessons created by individual teachers or teacher teams? Explain.**      Strong Area    Weak Area    Not Present

**ID3. Are lessons shared with all teachers so that good ideas spread? How?**      Strong Area    Weak Area    Not Present

**ID4. Do teachers receive feedback on their lesson design? From other teachers? From administrators? Explain.**      Strong Area    Weak Area    Not Present

**ID5. How are decisions made about situating individual lessons within a teacher’s schedule to create a lesson plan? How is this plan made available for administration (e.g., principal, department head) to review?**      Strong Area    Weak Area    Not Present

**ID6. How are student learning data used in designing lessons?**      Strong Area    Weak Area    Not Present

**Materials Questions**

**IM1. How are funds for *supplemental* materials requested, approved, allocated, budgeted, and accounted for?**      Strong Area    Weak Area    Not Present

**IM2. Where are materials stored? Centrally or by each teacher?**      Strong Area    Weak Area    Not Present

**IM3. Who creates or otherwise selects and secures the materials? Teams? Individual teachers?**      Strong Area    Weak Area    Not Present

**IM4. Are assembled materials marked according to purpose and stored where they can be circulated? By whom?**      Strong Area    Weak Area    Not Present

**IM5. How are student learning data used in decisions about creating and adopting materials?**      Strong Area    Weak Area    Not Present

## Stage: Providing Instruction

### Classroom Culture Questions

CC1. Are some classroom rules or norms officially adopted schoolwide? By whom? Explain.	Strong Area	Weak Area	Not Present
CC2. Do teachers follow common procedures to establish the classroom rules or norms? Describe procedures briefly.	Strong Area	Weak Area	Not Present
CC3. How are each teacher's <i>procedures for establishing</i> classroom rules or norms documented, and how are the final rules and norms made available to administration (e.g., principal, department head)? To students? To parents?	Strong Area	Weak Area	Not Present
CC4. How are classroom rules and norms taught and reinforced? Included in lesson plans?	Strong Area	Weak Area	Not Present
CC5. What determines when a student's behavior warrants attention by someone other than the teacher? Who is that someone? What is the process for referral?	Strong Area	Weak Area	Not Present
CC6. How would you characterize the culture of most classrooms? What descriptors come to mind? Warm? Caring? Orderly? Formal? Active? Engaged? To what extent do your descriptors cover nearly all classrooms?	Strong Area	Weak Area	Not Present
CC7. What data are tracked regarding student behaviors? By whom? For what purpose?	Strong Area	Weak Area	Not Present

### Delivery Questions

DI1. To what degree does the lesson template ask for sufficient information to guide how the lesson is conducted? Would a lesson created from the template adequately inform a substitute teacher?	Strong Area	Weak Area	Not Present
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**DI2. What are the classroom observation practices in the school? Who observes? How frequently? How are observations documented? How is the resulting information used?**

Strong Area	Weak Area	Not Present
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**DI3. On average, how many instructional modes (whole class, teacher-directed group; student-directed group; guided practice; independent practice; computer assisted) are used by the school's teachers during a lesson? How many teachers exceed the average?**

Strong Area	Weak Area	Not Present
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**DI4. How are student learning data used when establishing student groupings? When developing individual assignments?**

Strong Area	Weak Area	Not Present
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**Interactions Questions**

**IN1. During whole-class instruction, do teachers display a good balance between direct teaching and questioning/interacting with students?**

Strong Area	Weak Area	Not Present
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**IN2. Do teachers use open-ended questioning and encourage students to elaborate in their responses?**

Strong Area	Weak Area	Not Present
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**IN3. Do teachers encourage on-topic peer interaction among students? How?**

Strong Area	Weak Area	Not Present
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**IN4. Do teachers provide appropriate verbal praise for specific student behaviors and responses?**

Strong Area	Weak Area	Not Present
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**IN5. How are data about student interaction and engagement collected? Used?**

Strong Area	Weak Area	Not Present
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## Stage: Adjusting Instruction

### Peer Feedback Questions

**PF1. At which stages of the instructional system is feedback a formal part of the school's quality assurance?**

Strong Area	Weak Area	Not Present
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**PF2. At which stages of the instructional system is feedback commonly requested by one teacher of another?**

Strong Area	Weak Area	Not Present
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**PF3. Is feedback *required* at any stages? Which stages? In what form?**

Strong Area	Weak Area	Not Present
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**PF4. Are common rubrics, critique forms, or similar templates used to record feedback? Describe.**

Strong Area	Weak Area	Not Present
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**PF5. How is feedback shared?**

Strong Area	Weak Area	Not Present
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### Formative Assessment Questions

**FA1. What are the lesson template's requirements for specifying means by which student mastery of lesson objectives is determined?**

Strong Area	Weak Area	Not Present
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**FA2. Do formative assessment methods include unit pre- and post-tests or similar methods for determining change in student mastery as a result of instruction? Explain.**

Strong Area	Weak Area	Not Present
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**FA3. Do teacher teams or individual teachers develop formative assessments for lessons and units? What is the process?** Strong Area   Weak Area   Not Present

**FA4. How are formative assessments calibrated with standards? By whom?** Strong Area   Weak Area   Not Present

**FA5. Do teacher teams review formative assessment results to adjust lesson plans? Explain.** Strong Area   Weak Area   Not Present

**Teacher Reflection Questions**

**TR1. Do teachers routinely record reflections of lessons taught? How? How frequently?** Strong Area   Weak Area   Not Present

**TR2. Are teachers' reflections shared with other teachers? With teams? How?** Strong Area   Weak Area   Not Present

**TR3. Do teacher reflections follow a template of key points or are they free-form?** Strong Area   Weak Area   Not Present

**TR4. Do teachers review formative assessment data from the lesson before recording reflections?** Strong Area   Weak Area   Not Present

**Stage: Enhancing Instruction**

**Differentiation**

**DF1. Does the school require a standard methodology, such as UDL or Tomlinson's Differentiated Instruction model (Tomlinson, 2003)? If so, what is required?** Strong Area   Weak Area   Not Present

**DF2. How are lessons enhanced to differentiate? By individual teachers? By teams?** Strong Area   Weak Area   Not Present

**DF3. Are lessons typically enhanced to differentiate when created or later when adjusted?**

Strong Area    Weak Area    Not Present

**DF4. Do teachers provide alternative assignments to meet the learning needs of different students? In independent practice? In homework?**

Strong Area    Weak Area    Not Present

**DF5. Is guided practice a common technique in the school?**

Strong Area    Weak Area    Not Present

**DF6. How are student learning data used in planning differentiation?**

Strong Area    Weak Area    Not Present

### Personalization Questions

**PE1. How do lesson designs illustrate how the teacher will intentionally strengthen students' learning competencies (i.e., cognitive, metacognitive, motivational, and social/emotional)?**

Strong Area    Weak Area    Not Present

**PE2. What does "personalization" mean in this school?**

Strong Area    Weak Area    Not Present

**PE3. How are lessons enhanced to personalize? By individual teachers? By teams?**

Strong Area    Weak Area    Not Present

**PE4. Are lessons typically enhanced to personalize when created or later when adjusted?**

Strong Area    Weak Area    Not Present

**PE5. Does personalization include engaging students in the design of their learning paths?**

Strong Area    Weak Area    Not Present

**PE6. Does personalization include giving students choice in topics or assignments?**

Strong Area    Weak Area    Not Present

**PE7. Do teachers use technology to personalize? For what purposes?**

Strong Area    Weak Area    Not Present

**PE8. How are student learning data used in planning personalization?**

Strong Area    Weak Area    Not Present