



# Creating an Instructional Infrastructure

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School Support and Improvement Unit

Arizona Department of Education



# Learning Goals

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- Name the four components of an instructional infrastructure
- Define each component
- Identify strategies to support each component's implementation
- Identify how to monitor each component



# Components of the Instructional Infrastructure

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Curriculum

Assessment  
Strategy

Instruction

Observation  
and  
Feedback



# Curriculum



- Clearly stated scope and sequence of learning objectives aligned to state standards
  - Scope = the depth to which the standards need to be taught
  - Sequence = the order to be taught
- Includes: vertical alignment, depth of knowledge, essential questions, academic vocabulary, grade level resources, suggestions for differentiated needs, formative assessment questions, common misconceptions
- Culturally responsive and inclusive



# How to support curriculum use...

- Create curriculum teams
- Provide easy access to the LEA's curriculum documents and resources
- Provide clear expectations for implementation
- Provide staff with professional development:
  - Read and use the curriculum documents to plan instruction
  - Unpack the standards
  - Backward lesson design
- Provide new and struggling teachers with instructional coaches or mentors
- Ensure a curriculum revision cycle is in place to provide up to date pacing guides and resources for staff



# How to monitor curriculum components...

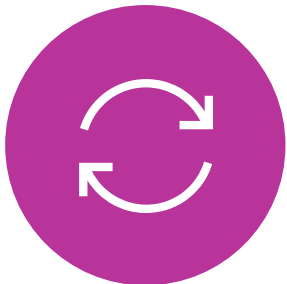
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Ensure teachers use the district curriculum when planning



Review lesson plans to ensure alignment to standards and inclusion of appropriate components



Monitor classroom instruction to ensure it reflects planning



Review student work samples to ensure essential knowledge is addressed and to check for alignment



# Assessment Strategy

- Provides the data required to:
  - Identify student progress
  - Inform effective instructional practices
  - Assess alignment between instruction and curriculum
  - Inform professional development
- Comprehensive assessment system comprises a range of measurement approaches to support education decision making
- Tools for learning and promoting equity
- Provide information to improve outcomes for all learners



# Types of Assessments

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## **Screener/Diagnostic**

Universal screeners are brief and identify students who may be at risk, while diagnostics identify underlying causes of breakdowns in learning



## **Formative**

Identifies the current status of learning towards lesson goals and provides ongoing feedback to the teacher to inform instruction



## **Interim/Benchmark**

Administered periodically to evaluate what students have learned and to predict performance on summative assessment



## **Summative**

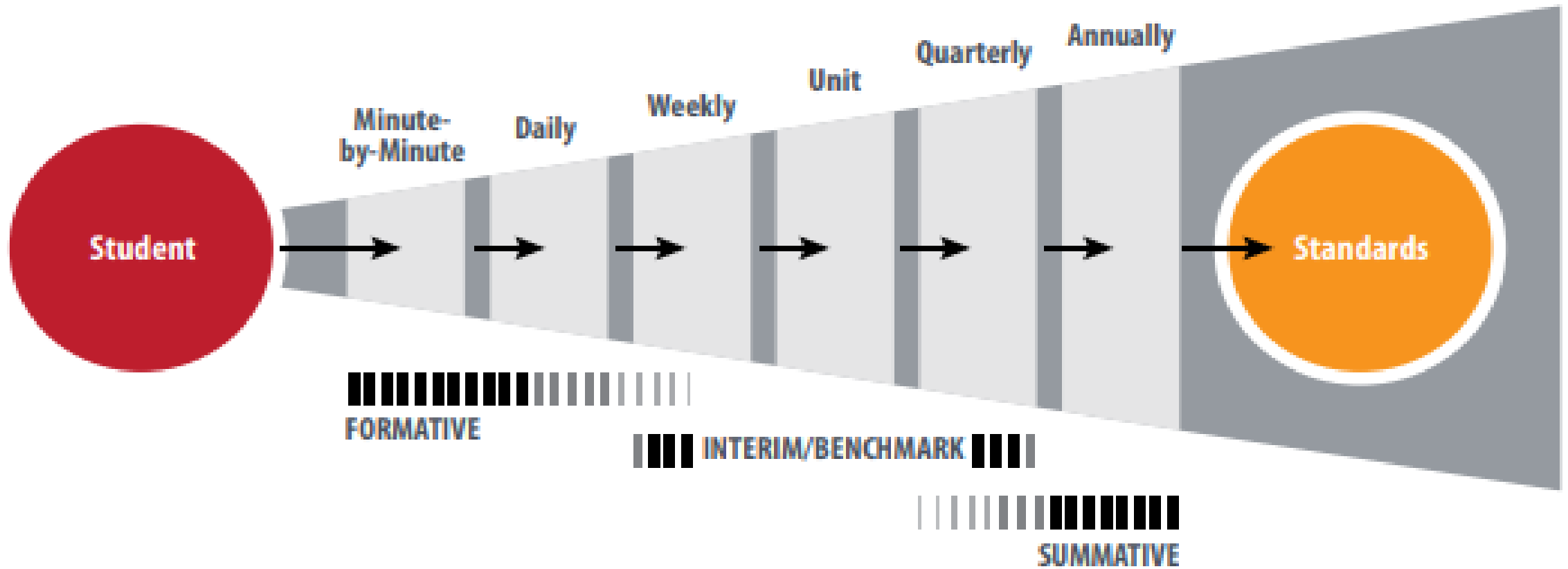
Administered at the end of instruction to identify achievement of content, tied to accountability

**[ADE Balanced Assessment Framework](#)**





# Assessment Continuum



# Supporting the Use of Assessments

## Develop

Develop an assessment committee to create the assessment framework, blueprints, and rationale for each assessment

## Create

Create an assessment calendar and protocols for administration of assessments including supports for special populations

## Provide

Provide user-friendly electronic tools that generate student, question, and standard level data

## Train

Set clear expectations for using data and train staff on how to analyze assessment data and create action plans for remediation and enrichment

## Use

Use information from assessment results to identify targeted professional development needed

## Revise

Annually revise assessments to improve alignment to curriculum



# Assessment Resources

- National Center on Intensive Intervention - Academic Screening Tools Chart
  - <https://charts.intensiveintervention.org/chart/academic-screening>
- National Center on Intensive Intervention - Academic Progress Monitoring Tools Chart
  - <https://charts.intensiveintervention.org/chart/progress-monitoring>
- Literacy Assessment Compilation Spreadsheet - includes screeners, diagnostics, and progress monitoring tools (Harvard)
  - <http://Bit.ly/2T1TKrm>
- CASEL's Assessment Guide for Measuring Social Emotional Learning
  - <https://measuringse.casel.org/assessment-guide/?accessform=true&position=Professional+Development+Staff>



## How to monitor assessment implementation...



Review assessments for alignment to standards



Analyze assessment results to ensure full participation and look for anomalies



Monitor the process for analyzing data in collaborative team meetings



Review lesson plans for evidence of multiple assessment points and data-based planning



Monitor teacher action plans





# How to support instruction...

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- Provide a clear definition of effective instructional practices and expectations for use
- Align master schedules: common planning time, sufficient core instruction time, and additional intervention/enrichment time
- Allocate resources: include core instructional materials and supplemental materials
- Develop an MTSS framework - academic and social emotional supports
- Provide professional development to staff: effective instructional practices, lesson delivery, classroom management, and student engagement techniques
- Provide instructional coaching or mentoring supports to all teachers



# How to monitor instruction...



Review lesson plans to ensure alignment to the curriculum and inclusion of appropriate components



Create opportunities for PLC meetings for staff to unpack standards, develop lesson plans, share instructional strategies, and review assessment data



Meet with staff and engage in reflective conversations regarding instructional practices



Observe instruction in all classrooms regularly and provide precise praise and targeted feedback to staff



Review student assessment data- whole school, grade level, classroom, disaggregated data



# Observation and Feedback Process

idea data evaluation condition cause  
research survey result summary review  
fact **Feedback** sign meaning  
reply situation response statistic opinion  
relevance purpose record  
reason comment context  
answer report sample question





# The Process of Observation and Feedback

- The LEA has defined expectations for leadership and observation expectations.
- The school has a defined observation protocol.
- Leadership and Academic Support Staff perform regular walkthrough observations.
- Site leaders and support staff provide effective feedback.
- Timelines are set for the implementation of next steps.



# Keys for Successful Implementation of Formative (Walkthrough) Teacher Observations

- Observations are planned and scheduled by leadership.
  - Observations vary by day and time, and by announced and unannounced.
- Teachers are observed frequently, twice per month, by an administrator.
- Technology may be employed to document results and provide feedback.
- There is a focus to the observation.
  - Communication, Questioning, Engagement, Monitoring, Assessment
- Observation results are maintained for impacts, trends and improvement.
- The observation should result in actionable feedback to the teacher.

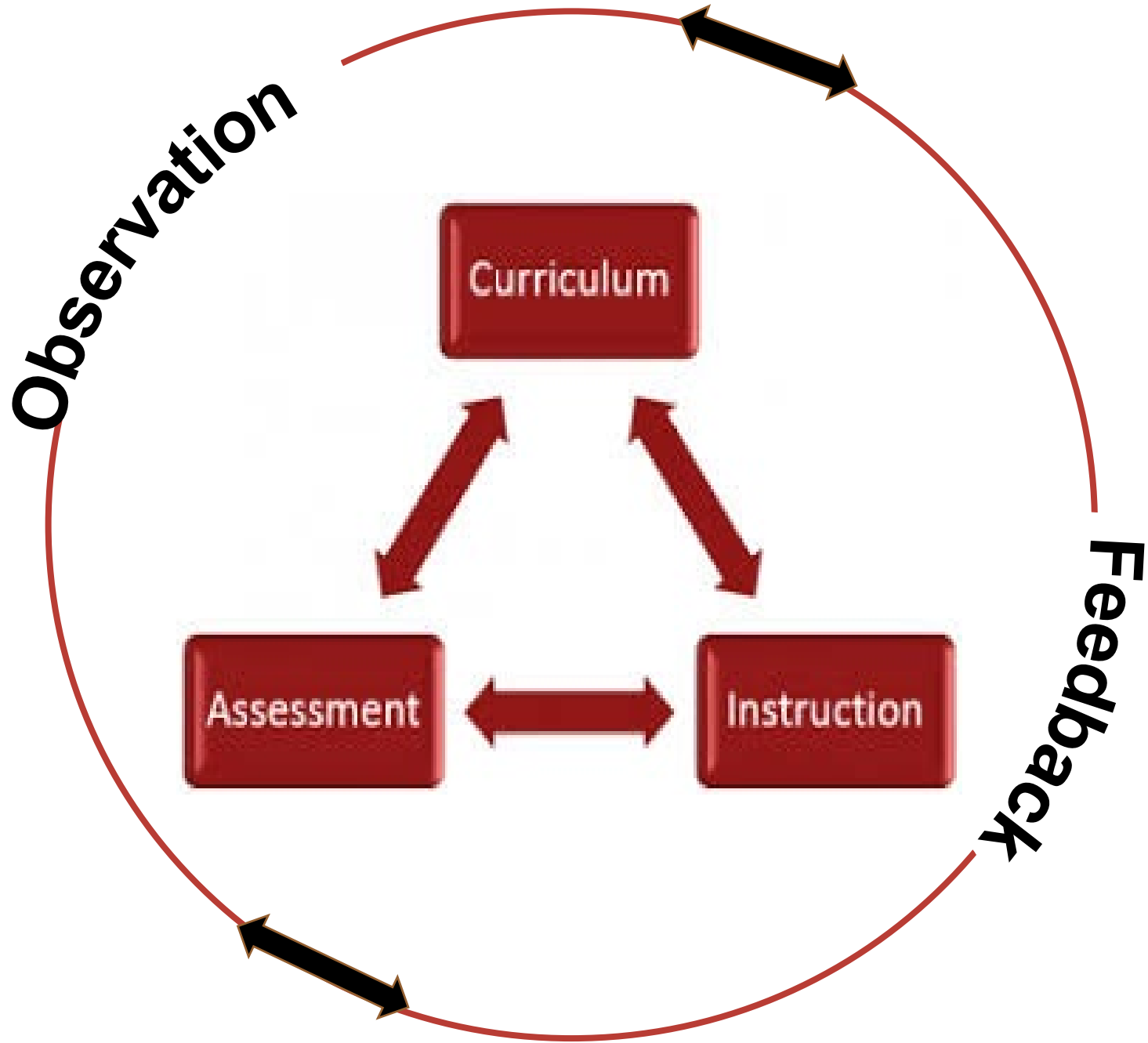


# Six Steps to Effective Feedback

- Praise–Narrative the positive
- Probe–Start with a targeted question
- Bite-sized action step (do in a week) & highest lever; add scaffolding as needed.
- Practice–Role play/simulate how to improve current or future lessons
- Plan Ahead–Design/revise upcoming lesson plans to implement this action
- Set Timeline for Follow-up

*Bambrick-Santoyo, Paul, 1972-. (2012). Leverage leadership : a practical guide to building exceptional schools. San Francisco :Jossey-Bass,*





# Additional Resources

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- <https://www.azed.gov/standards-practices/>
- <https://www.azed.gov/standards-practices/balanced-assessment-resources/>
- <https://www.azed.gov/standards-practices/formativeassessrec/>
- <https://www.azed.gov/assessment/resources/>
- <https://ies.ed.gov/ncee/wwc/PracticeGuides>
- <https://visible-learning.org/>



# Thank you...

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- Visit [www.azed.gov/improvement](http://www.azed.gov/improvement) for all guidance documents, additional professional learning modules, and grant resources.
- If you have any questions, contact your assigned program specialist for support.

