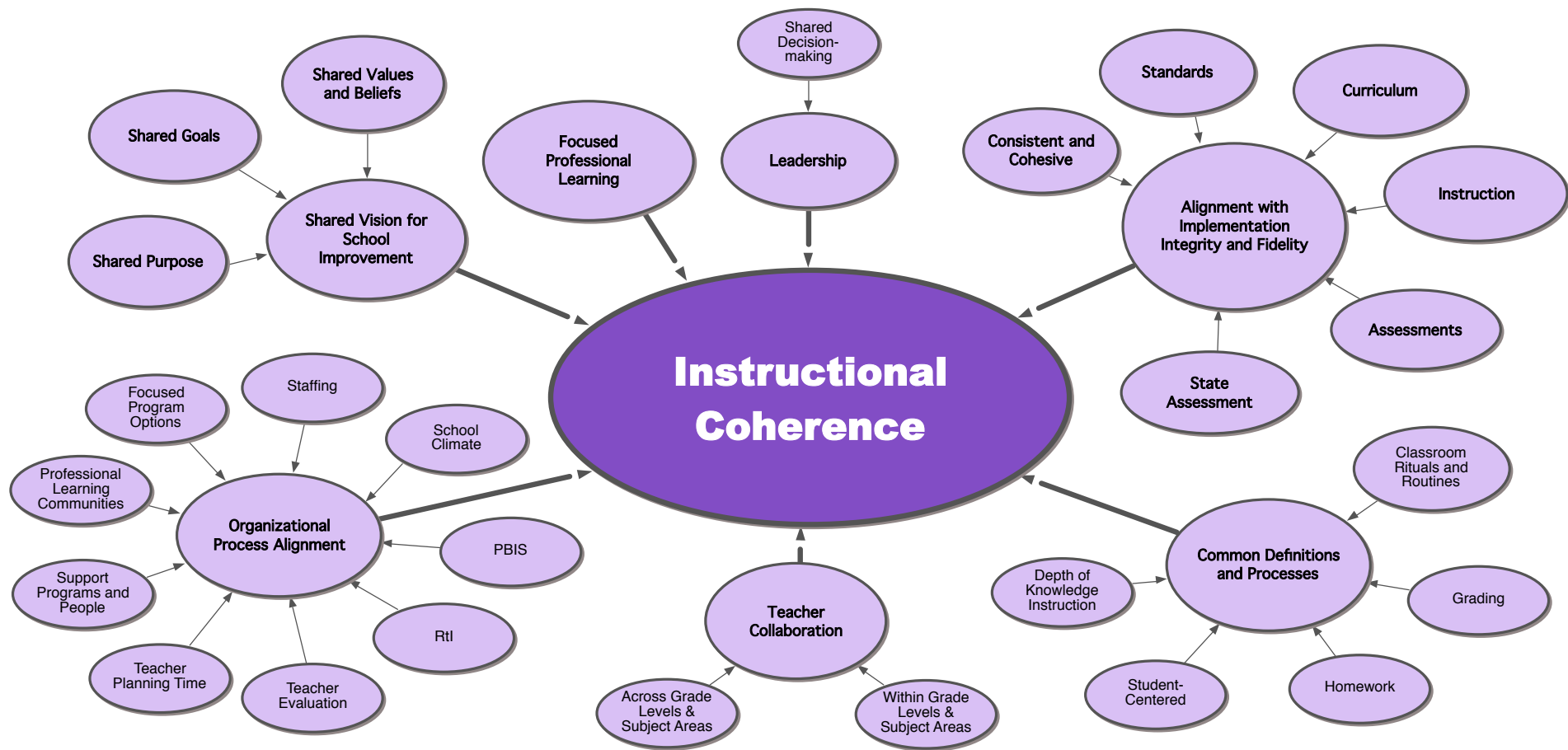


Instructional Coherence



MEASURING PROGRAMS AND PROCESSES: INSTRUCTIONAL COHERENCE

PURPOSE		PARTICIPANTS	IMPLEMENTATION		RESULTS
<i>What is the purpose of the program or process?</i>	<i>What will be the results when the purpose is met? (What are the outcomes?)</i>	<i>Who is the process intended to serve?</i>	<i>What are the components?</i>	<i>What will it look like when the program/ process is fully implemented?</i>	<i>How will it be monitored?</i>
<p>The purpose of instructional coherence is to build a continuum of learning with curriculum, instruction, climate, and assessment that makes sense to students, and will lead to learning growth for every student.</p>	<p>When instructional coherence is in place:</p> <ul style="list-style-type: none"> • Curriculum, instruction, climate, and assessments are aligned to create a continuum of learning for students. • Learning builds from the previous years' experiences and prepares students for the next year of learning. • Teachers collaborate to make learning consistent across grade levels. • Classroom rituals and routines are consistent throughout the school. • Instruction is student-centered. • Every student shows learning growth each year. • Higher order thinking and questioning skills are acquired. • Students' learning needs are met. • Behavior improves. • Attendance improves. • Student attitudes improve. • Students are motivated to keep learning. • Teacher attitudes improve. • Students graduate. • Instruction is rigorous and relevant. • Students are College and Career Ready by the time they graduate. • Leadership ensures alignment exists throughout the school. • Schoolwide effectiveness. 	<p><i>All students</i></p>	<p>Shared vision for school improvement Alignment of: Standards Curriculum Instruction Assessment Classroom processes— Rituals and routines Grades Homework Higher order thinking skills Teacher and staff collaboration: • Within grade levels and subject areas • Across grade levels and subject areas Shared values Leadership Organizational processes Focused professional learning</p>	<ol style="list-style-type: none"> 1. All teachers understand and commit to the school vision. 2. All teachers commit to all students learning. 3. Teachers meet to align standards and curriculum in grade levels and subject areas. 4. Teachers meet in cross grade level teams to align standards and curriculum, and to create a learning progression for students. 5. Teachers agree on assessments to be used and when. 6. Teachers agree on common classroom rituals, routines, grading, homework, higher order instruction to be used in every classroom, and more. 7. Teachers agree on what they will do when students are proficient, and what they will do when students are not proficient. 8. Teachers collaborate to teach the agreed upon curriculum, to review assessment results, to analyze climate, and to plan for process improvements. 9. Professional learning focuses on instructional coherence and the shared vision. 10. Support programs, e.g., tutoring, interventions, are aligned to the curriculum, instruction, assessment, and learning environment, and support each other. 11. Leaders ensure that a continuum of learning is present for all students. 12. Organizational processes are aligned to make instructional coherence happen. 	<p>Everything we do reflects our vision Curriculum Maps Walk-throughs Professional Learning Community work will be job embedded and ongoing Student Work Formative and Summative Assessment results are shared on a regular basis</p>
		<p><i>Who is being served now? Who is not being served now?</i></p> <p>Students not being served are those not proficient, and being left behind.</p>			
<p>NEXT STEPS</p>					