



CURRICULUM AND INSTRUCTIONAL PLANNING REFLECTION TOOL

1) How does the school's program allocate teacher common planning time? Check what is applicable

- ☐ Content Teams
- ☐ Grade Teams
- ☐ We do not have common planning time
- ☐ Teachers plan independently during preparatory periods
- ☐ Other _____

2) Does your school engage in vertical planning and inter-visitations across content and grades? If so, what protocols are used for peer-to-peer observations and who represents each grade in vertical planning- team/grade leaders? Department chairs?

3) Does your school have an instructional cabinet? What stakeholders are represented in the cabinet? How often does the cabinet meet and what is the time spent accomplishing?

4) How does each school's program account for “content stacking”?

(This means – are students programmed to go to (for example) Science, then ELA so that they can utilize the same skill sets across disciplines with real time implications; i.e. develop arguments or scientific claims.)

5) What is the name(s) of the Science curriculum that is used across grades?

Are there multiple programs in play? (If so please list them- this includes using materials from a variety of sources and “making your own”)

6) What is the name(s) of the Mathematics curriculum that is used across grades?

Are there multiple programs in play? (if so please list them- this includes using materials from a variety of sources and “making your own”)

7) What is the name(s) of the ELA curriculum that is used across grades?

Are there multiple programs in play? (If so please list them- this includes using materials from a variety of sources and “making your own”)

8) How are your curriculum maps organized? Is there a scope and sequence by content area?

Are there Instructional guides from a central office?

9) How much of the Science instructional time in the class do students use to engage in the following tasks?

	20%	40%	60%	80%	100%
Listen to the teacher explain, demonstrate, or model science processes.					
Read and comprehend information from multiple sources, not just science specific texts, but texts that seek to explain phenomena.					
Collect, summarize, and/or analyze information or data from multiple sources					
Present or demonstrate to others					
Work individually on science worksheet assignments					
Participate in whole-class discussions about science and its role in the world					
Engage in a writing process to support scientific arguments with evidence					
Use hands-on materials and design based challenge premises to drive instruction					
Engage in learning activities outside the classroom					
Work in pairs or small groups on exercises, tasks or projects					
Use computers or other technology to learn, practice, or explore science content (Discovery Tech books, etc.)					
Maintain and reflect on a portfolio of their work					
Class goes to Informal Science Institutions and Field Trips					

10) How much of the Mathematics instructional time in the class do students use to engage in the following tasks?

	20%	40%	60%	80%	100%
Listen to the teacher explain, demonstrate or model a math procedure or solve a problem					
Read and comprehend mathematics information or data from multiple sources					
Collect, summarize, and/or analyze information or data from multiple sources					
Present or demonstrate to others					
Work individually on mathematics assignments					
Participate in whole-class discussions about mathematics					
Engage in writing process to support arguments with evidence					
Use hands-on materials					
Work in pairs or small groups on mathematics exercises, problems, investigation, or tasks					
Engage in learning activities outside the classroom					
Use computers, calculators, or other technology to learn, practice or explore mathematics					
Maintain and reflect on a portfolio of their work					
Practice test-taking strategies					
Take a quiz or test					
Class goes to Informal Math Institutions and Field Trips					

11) Engineering- Please answer yes or no as appropriate to your classes

	Yes	No
Use application of knowledge, in order to design, build, and maintain technologies. Seek solutions for societal problems, needs, and wants		
Use varied approaches—scientific methods such as controlled experiments or longitudinal observational studies—to generate knowledge.		
Use varied approaches—for example, <i>engineering design processes</i> or <i>engineering analyses</i> to produce and evaluate solutions and technologies.		
Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.		
Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.		
Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.		
Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.		
Engineering Design Process		

12) Do you use any of the following programs? Please check those that apply:

- ☐ LEGO
- ☐ Robotics
- ☐ Coding
- ☐ VEX Curricula
- ☐ Robot Virtual Worlds
- ☐ Virtual Brick
- ☐ EIE
- ☐ Other (Please Describe) _____

13) Which of these categories best describe the way your English, language arts, and reading classes at this school are organized? (Check all that apply)

- ☐ Departmentalized Instruction
- ☐ Subject-Area Specialist (non-departmental)
- ☐ Self-Contained (i.e., teach multiple subjects)
- ☐ Team Taught

14) Which of these categories best describe the way your mathematics classes at this school are organized? (Check all that apply)

- ☐ Departmentalized Instruction
- ☐ Subject-Area Specialist (non-departmental)
- ☐ Self-Contained (i.e., teach multiple subjects)
- ☐ Team Taught

15) Which of these categories best describe the way your science classes at this school are organized? (Check all that apply)

- ☐ Departmentalized Instruction
- ☐ Subject-Area Specialist (non-departmental)

- ☐ Self-Contained (i.e., teach multiple subjects)
- ☐ Team Taught

16) What percentage of students are Limited English Proficient (LEP)?

- ☐ None
- ☐ Less than 10%
- ☐ 10% to 25%
- ☐ 26% to 50%
- ☐ More than 50%

17) What percentages of the students have IEP's? Mark to the nearest 10%

- ☐ Less than 10%
- ☐ 10%
- ☐ 20%
- ☐ 30%
- ☐ 40%
- ☐ 50%
- ☐ 60%
- ☐ 70%
- ☐ 80%
- ☐ 90+ %

18) How is accountable talk leveraged across the curriculum?

- ☐ Classrooms rely on student driven inquiry; students are the predominant voice in the room driven by a recognizable system and structure for student discourse.
- ☐ The classrooms utilize the turn and talk methodology as a strategy to generate student dialogue
- ☐ Classrooms utilize the call-response method and “to the board” method for students to contribute
- ☐ Classrooms are teacher centered and there are limited opportunities for student led discussion

19) What are the current formative and summative assessments being used and how is it being used to develop lessons that meet the needs of the students?

20) How many students with significant cognitive disabilities are in classes? (Mark the # that applies)

0 1 2 3 4 5 more than 5

21) During a typical week, approximately how many hours will a class spend in English Language Arts, and reading instruction? Circle the approximate number of instructional hours

5 6 7 8 9 10

22) During a typical week, approximately how many hours will a class spend in mathematics, instruction? Circle the approximate number of instructional hours

5 6 7 8 9 10

23) During a typical week, approximately how many hours will a class spend in science instruction? Circle the approximate number of instructional hours

5 6 7 8 9 10

24) How many opportunities per week do students have to do hands-on, design-based problem solving per week – regardless of the class setting? Please circle the answer:

A) None B) Few C) Some D) Many