

# Curriculum Review Cycle – Phase I

## Current Instructional Practices Inventory

### December/January

### Form 3



Grade Level:

Curricular Area:

Instructional Strategy	Code	Instructional Strategy	Code
Whole Group Direct Instruction- Lecture	WGDI	Technology Teacher Led	TTL
Small Group Direct Instruction	SGDI	Technology Student Led	TSL
Small Group Instruction Student Led	SGSL	Independent Learning	IL
Inquiry/Project – Based Learning- Labs/Experiments	I	Personalized Learning – Individual Paced/Leveled	PL
Critical Thinking/ Problem Solving	CT	Other (list strategy)	O

Teacher Comfort Level Rating	
1	Beginning
2	Developing
3	Accomplished
4	Exemplary

\*Please complete for **current** instructional practice.

Instructional Strategy Code	Time in Minutes (Total Minutes Spent in Literacy Blocks)	Application	Resource(s) Used
		Teacher Comfort Level 1 2 3 4	
		Teacher Comfort Level 1 2 3 4	
		Teacher Comfort Level 1 2 3 4	
		Teacher Comfort Level 1 2 3 4	

#### Structure and Delivery of Learning

Describe the amount of time, location, and number of students in classes to provide instruction in this curricular area. Include if time used in this curricular area is team blocked or individual teacher scheduled.

#### Delivery Mode

Describe the current delivery mode for instruction in this curricular area. Examples of delivery mode include: face-to-face, co-teaching, online, hybrid/blended learning, flipped instruction, interactive media/technology, independent work through modules, and flexible grouping. List multiple modes and estimate percent of time used for each.

**Additional Comments:**

## Instructional Strategy Vocabulary

**Whole group instruction – lecture:** Instruction using traditional textbooks or supplemental materials with minimal differentiation in either content or assessment. Typically, an instructor will stand before a class and present information for the students to learn.

**Small Group Direct Instruction:** Small group instruction typically refers to a teacher working with a small group of students on a specific learning objective. Small group instruction usually follows whole group instruction. It allows teachers to work more closely with each student, reinforce skills learned in the whole group instruction, and check for student understanding.

**Small Group Instruction – Student Led:** Allows students to take turns assuming the role of the leader and guiding instruction through question direction and answer facilitation.

**Inquiry/Project – Based Learning – Labs/Experiments:** Inquiry-based learning projects are driven by students. Instructors act more as coaches, guides, and facilitators who help learners arrive at their "true" questions—the things they really care about. Inquiry-based learning projects are differently structured. They require planning, preparation, and responsiveness from the educator.

**Critical Thinking/Problem Solving:** The process of independently analyzing, synthesizing, and evaluating information as a guide to behavior and beliefs. The ability to interpret, verify, and reason, all of which involve applying the principles of logic.

**Technology Teacher Led:** Teachers learning the use of technology to be applied in their teaching strategies--most importantly, getting feedback and modifying the design and measurement of learning objectives. The teacher plays a big part to trigger, stimulate, monitor and guide online as well as offline activities conducive to learning.

**Technology Student Led:** Students using technology that aims to give them greater control, ownership, and accountability over his or her own education.

**Independent Learning:** Learning that is self-directed. Teachers may act as facilitators or guides. However, the student is encouraged to plot their own path and to value their own research and guidance that they may gain from teachers.

**Personalized Learning – Individual Paced/Leveled:** Learning that is paced to student needs, tailored to learning preferences, and customized to the specific interests of different learners. Often technology is used to facilitate personalized learning environments. Competency based measurements may be different to tailor to needs.