

**NEW ENGLAND ASSOCIATION OF
SCHOOLS AND COLLEGES, INC.**



SELF-STUDY GUIDE

3

INSTRUCTION

**FOR 2019 SCHOOLS
COMMITTEE ON PUBLIC SECONDARY SCHOOLS**

Revised April 2017

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Instruction

The quality of instruction is the single most important factor in students' achievement of the school's 21st century learning expectations. Instruction is responsive to student needs, deliberate in its design and delivery, and grounded in the school's core values, beliefs, and learning expectations. Instruction is supported by research in best practices. Teachers are reflective and collaborative about their instructional strategies and collaborative with their colleagues to improve student learning.

1. Teachers' instructional practices are continuously examined to ensure consistency with the school's core values, beliefs, and 21st century learning expectations.
2. Teachers' instructional practices support the achievement of the school's 21st century learning expectations by:
 - personalizing instruction
 - engaging students in cross-disciplinary learning
 - engaging students as active and self-directed learners
 - emphasizing inquiry, problem-solving, and higher order thinking
 - applying knowledge and skills to authentic tasks
 - engaging students in self-assessment and reflection
 - integrating technology
3. Teachers adjust their instructional practices to meet the needs of each student by:
 - using formative assessment, especially during instructional time
 - strategically differentiating
 - purposefully organizing group learning activities
 - providing additional support and alternative strategies within the regular classroom
4. Teachers, individually and collaboratively, improve their instructional practices by:
 - using student achievement data from a variety of formative and summative assessments
 - examining student work
 - using feedback from a variety of sources, including students, other teachers, supervisors, and parents
 - examining current research
 - engaging in professional discourse focused on instructional practice
5. Teachers, as adult learners and reflective practitioners, maintain expertise in their content area and in content-specific instructional practices

Directions for the Committee on Instruction

This Standard committee is charged with the responsibility of developing a document that demonstrates the extent to which the school is aligning to the Standard for Accreditation on Instruction. Committee members should remember that the process of determining alignment to the Standard is a reflective one. As evidence is gathered and discussed, the committee's conclusions may change and evolve, be altered and refined. Once the evidence has been fully discussed and conclusions have been finalized, the committee will begin the writing of the Narrative. The final step in the process is for the committee to write an Executive Summary and to assess the extent to which the school is aligning to the Standard using the Rating Guide. This rating, and the committee's list of strengths and needs for the Standard, will become part of the Executive Summary.

I. Gaining an Understanding of the Standard and Preparing to Begin

Make a copy of this Self-Study Guide for each member of the Standard committee from the website:

<http://cpss.neasc.org>.

Read and discuss the Standard for Accreditation on Instruction so that all members of the Standard committee develop a common understanding of the effective practices in the Standard. The Standard is comprised of both the narrative portion and the numbered indicators. The concepts in the narrative portion are manifested through the indicators. As part of your discussion, use the guiding questions from the document, *Explanation of the Standards for Accreditation*, which can be found on our website under the "Getting Started" tab. Also, establish common definitions for terms in the standards so that discussions among school staff are based on a shared understanding of the terminology.

II. Collecting Data Related to the Standard on Instruction

A. Data already gathered:

The results of the Endicott College opinion surveys administered to parents, students, and teachers with regard to this Standard

B. Data to be gathered by the committee:

Gather the following information as evidence you will need for each indicator in the Standard. You will be organizing this evidence by uploading it to the portal, linking it in the Narrative Essay, or making it available in the workroom at the school for your use and use by the visiting team.

Indicator 1

Teachers' instructional practices are continuously examined to ensure consistency with the school's core values, beliefs, and 21st century learning expectations.

- ✓ Provide any documents or descriptions of formal practices or procedures that provide directions or directives for teachers that relate to the inclusion of the school's 21st century learning expectations into teachers' instructional practices (3.1)
- ✓ Provide examples of the processes or procedures that teachers may formally or informally use to continuously examine their instructional practices to ensure consistency with the school's core values, beliefs about learning, and 21st century learning expectations (3.1)

Indicator 2

Teachers' instructional practices support the achievement of the school's 21st century learning expectations by:

- *personalizing instruction*
- *engaging students in cross-disciplinary learning*
- *engaging students as active and self-directed learners*
- *emphasizing inquiry, problem-solving, and higher order thinking*
- *applying knowledge and skills to authentic tasks*
- *engaging students in self-assessment and reflection*
- *integrating technology.*

- ✓ Provide examples of how teachers' instructional practices demonstrate the use of the personalization in classroom instruction including representative lessons from a variety of areas which illustrate personalization within a lesson (3.2)
- ✓ Provide examples of how teachers make connections across disciplines in classroom instruction including representative lessons from a variety of areas which illustrate connections across disciplines (3.2)
- ✓ Provide examples of how teachers' instructional practices regularly engage students as active participants including representative lessons from a variety of areas in which teachers have engaged students as active participants (3.2)
- ✓ Provide examples of how teachers' instructional practices regularly emphasize inquiry, problem-solving, and higher order thinking including representative lessons from a variety of areas which demonstrates examples of the emphasis of inquiry, problem-solving, and higher order thinking (3.2)
- ✓ Provide examples of how teachers' instructional practices regularly ask students to apply knowledge and skills to authentic tasks including representative lessons from a variety of areas in which teachers have asked students to apply knowledge and skills to authentic tasks (3.2)
- ✓ Provide examples of how teachers' instructional practices regularly ask students to self-assess and to reflect about their learning including representative lessons from a variety of areas in which teachers have asked students to self-assess and to reflect about their learning (3.2)
- ✓ Provide examples of how teachers' instructional practices regularly integrate technology into instructional practices including representative lessons from a variety of areas in which teachers have integrated technology into instructional practices (3.2)

Indicator 3

Teachers adjust their instructional practices to meet the needs of each student by:

- *using formative assessment, especially during instructional time*
 - *strategically differentiating*
 - *purposefully organizing group learning activities*
 - *providing additional support and alternative strategies within the regular classroom.*
- ✓ Provide examples of how teachers' instructional practices use formative assessment especially during instructional time (3.3)
 - ✓ Provide examples of how teachers' instructional practices use strategic differentiation to meet individual student needs (3.3)
 - ✓ Provide examples of how teachers' instructional practices use purposeful organization of group learning activities (3.3)
 - ✓ Provide examples of how teachers' instructional practices provide additional support and alternative strategies within the regular classroom (3.3)

Indicator 4

Teachers, individually and collaboratively, improve their instructional practices by:

- *using student achievement data from a variety of formative and summative assessments*
 - *examining student work*
 - *using feedback from a variety of sources, including students, other teachers, supervisors, and parents*
 - *examining current research*
 - *engaging in professional discourse focused on instructional practice.*
- ✓ Provide examples of how teachers, individually and collaboratively, use student achievement data from a variety of formative and summative assessments to improve instructional practices (3.4)
 - ✓ Provide examples of the time allocated to examine student work and the improvements in instructional practices derived from this process (3.4)
 - ✓ Provide examples of how teachers receive and use feedback from students, other teachers, supervisors, and parents to improve instructional practices (3.4)
 - ✓ Provide examples of the current research teachers, individually and collaboratively, have used to improve their instructional practices (3.4)
 - ✓ Provide examples of how teachers have engaged in professional discourse focused on instructional practices (3.4)

Indicator 5

Teachers, as adult learners and reflective practitioners, maintain expertise in their content area and in content-specific instructional practices

- ✓ Describe the methods used by teachers to maintain expertise in their content areas (3.5)
- ✓ Describe the methods used by teachers to remain current about instructional practices in their content areas (3.5)

III. Analyzing the Evidence, Writing a Conclusion Sentence(s), and Writing an Indicator Narrative

Once you have gathered the data, use the directions that follow to guide your analysis and discussion on the gathered evidence and information as it relates to the various indicators in the Standard on Instruction. Only after these steps have been completed should the committee begin the process of writing the narrative. The narrative writing will be entered into the appropriate sections of the school's self-study web portal. Supporting documentation can also be linked to the Narrative Essay or uploaded through the portal.

Indicator 1

Teachers' instructional practices are continuously examined to ensure consistency with the school's core values, beliefs, and 21st century learning expectations.

Analysis:

Using the examples in Section II and Endicott survey results to form your discussion, what does the evidence show about how *teachers' instructional practices are examined to ensure consistency* with the school's core values, beliefs, and 21st century learning expectations?

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which *teachers' instructional practices are continuously examined to ensure consistency* with the school's core values, beliefs, and 21st century learning expectations.

Writing a Conclusion Sentence(s):

In the online portal in the dialogue box entitled "Conclusions," write one or two sentences which identifies the **extent or degree** to which *teachers' instructional practices are continuously examined to ensure consistency* with the school's core values, beliefs, and 21st century learning expectations.

Example:

Teachers consistently examine their instructional practices to ensure consistency with the school's core values, beliefs, and 21st century learning expectations.

Writing the narrative for the Indicator(s):

Now, in the "Evidence and Explanation" dialogue box, write sentences based on your discussion and analysis that justify or support your conclusion. Your evidence in these sentences comes from your examples in Section II and your discussions regarding those examples that have just occurred in Section III.

This writing will form your Narrative Essay. It should be written in the third person.

Indicator 2

Teachers' instructional practices support the achievement of the school's 21st century learning expectations by:

- *personalizing instruction*
- *engaging students in cross-disciplinary learning*
- *engaging students as active and self-directed learners*
- *emphasizing inquiry, problem-solving, and higher order thinking*
- *applying knowledge and skills to authentic tasks*
- *engaging students in self-assessment and reflection*
- *integrating technology.*

Analysis:

- a. Using the examples in Section II and the Endicott survey results to form your discussion, what does the evidence show about how teachers *personalize instruction*?

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which teachers' instructional practices support the achievement of the school's 21st century learning expectations *by personalizing instruction*.

- b. Using the examples in Section II and the Endicott survey results to form your discussion, what does the evidence show about how teachers *engage students in cross-disciplinary learning*?

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which teachers' instructional practices support the achievement of the school's 21st century learning expectations *by engaging students in cross-disciplinary learning*.

- c. Using the examples in Section II and the Endicott survey results to form your discussion, what does the evidence show about how teachers regularly engage students *as active participants and self-directed learners*?

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which teachers' instructional practices support the achievement of the school's 21st century learning expectations *by engaging students as active and self-directed learners*.

- d. Using the examples in Section II and the Endicott survey results to form your discussion, what does the evidence show about how teachers regularly emphasize *inquiry, problem-solving, and higher order thinking*?

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which teachers' instructional practices support the achievement of the school's 21st century learning by emphasizing *inquiry, problem-solving, and higher order thinking*.

- e. Using the examples in Section II and the Endicott survey results to form your discussion, what does the evidence show about how teachers regularly ask students to *apply knowledge and skills to authentic tasks*?

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which teachers' instructional practices support the achievement of the school's 21st century learning by teachers regularly asking students to *apply knowledge and skills to authentic tasks*.

- f. Using the examples in Section II and the Endicott survey results to form your discussion, what does the evidence show about how teachers regularly ask students to *self-assess and reflect about their learning*?

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which teachers' instructional practices support the achievement of the school's 21st century learning expectations by teachers regularly engaging students in *self-assessment and reflection* about their learning.

- g. Using the examples in Section II and the Endicott survey results to form your discussion, what does the evidence show about how *teachers integrate technology into teaching and learning*?

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which teachers' instructional practices support the achievement of the school's 21st century learning expectations by teachers regularly *integrating technology*.

Writing a Conclusion Sentence(s):

Write one or two sentences which identifies the **extent or degree** to which teachers' instructional practices support the achievement of the school's 21st century learning expectations *by personalizing instruction; engaging students in cross-disciplinary learning; engaging students as active and self-directed learners; emphasizing inquiry, problem-solving, and higher order thinking; applying knowledge and skills to authentic tasks; engaging students in self-assessment and reflection; and integrating technology*.

Example:

Most teachers' instructional practices support the achievement of the school's 21st century learning expectations by consciously emphasizing inquiry, problem-solving, and higher order thinking, engaging students as active and self-directed learners and integrating available technology. However, cross-disciplinary learning and personalization of instruction is seldom formally used, while the use of authentic tasks and engaging students in self-assessment and reflection is sporadic.

Writing the narrative for the Indicator(s):

Follow the directions as detailed under this heading in Indicator 1.

Indicator 3

Teachers adjust their instructional practices to meet the needs of each student by:

- *using formative assessment, especially during instructional time*
- *strategically differentiating*
- *purposefully organizing group learning activities*
- *providing additional support and alternative strategies within the regular classroom.*

Analysis:

- a. Using the examples in Section II and Endicott survey results to form your discussion, what does the evidence show about teacher use of *formative assessment during instructional time*?

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which teachers' instructional practices adjust their instructional practices to meet the needs of each student by the use of *formative assessment during instructional time*.

- b. Using the examples in Section II and Endicott survey results to form your discussion, what does the evidence show about *strategic differentiation* of instruction by teachers intended to meet individual student needs?

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which teachers' instructional practices adjust their instructional practices to meet the needs of each student by *strategic differentiation* of instruction by teachers intended to meet individual student needs.

- c. Using the examples in Section II and Endicott survey results to form your discussion, what does the evidence show about the *purposeful organization of group learning activities* by teachers?

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which teachers' instructional practices adjust their instructional practices to meet the needs of each student by the *purposeful organization of group learning activities* by teachers.

- d. Using the examples in Section II and Endicott survey results to form your discussion, what does the evidence show about the provision of *additional support* and *the use of alternative strategies* by teachers within the regular classroom?

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which teachers' instructional practices adjust their instructional practices to meet the needs of each student by the provision of *additional support* and *the use of alternative strategies* by teachers within the regular classroom.

Writing a Conclusion Sentence(s):

Write one or two sentences which identifies the **extent or degree** to which teachers' *adjust* their instructional practices to meet the needs of *each student* by using *formative assessment, especially during instructional time; strategically differentiating; purposefully organizing group learning activities; providing additional support and alternative strategies* within the regular classroom.

See examples for Indicators 1 and 2.

Writing the narrative for the Indicator(s):

Follow the directions as detailed under this heading in Indicator 1.

Indicator 4

Teachers, individually and collaboratively, improve their instructional practices by:

- *using student achievement data from a variety of formative and summative assessments*
- *examining student work*
- *using feedback from a variety of sources, including students, other teachers, supervisors, and parents*
- *examining current research*
- *engaging in professional discourse focused on instructional practice.*

Analysis:

- a. Using the examples in Section II and Endicott survey results to form your discussion, what does the evidence show about how teachers individually and/or collaboratively *use student achievement data from a variety of formative and summative assessments* to improve their instructional practices?

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which teachers, individually and collaboratively, improve instructional practices by *using student achievement data from a variety of formative and summative assessments* to improve their instructional practices.

- b. Using the examples in Section II and Endicott survey results to form your discussion, what does the evidence show about the frequency and effectiveness of how teachers individually and/or collaboratively *examine of student work* to improve their instructional practices?

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which teachers, individually and collaboratively, improve instructional practices by *examining student work* to improve their instructional practices.

- c. Using the examples in Section II and Endicott survey results to form your discussion, what does the evidence show about how *teachers use feedback from students, other teachers, supervisors, and parents* for the purpose of improving instructional practices?

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which teachers, individually and collaboratively, improve instructional practices by *using feedback from students, other teachers, supervisors, and parents* for the purpose of improving instructional practices.

- d. Using the examples in Section II and Endicott survey results to form your discussion, what does the evidence show about how teachers individually and collaboratively *use current research* to improve instructional strategies?

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which teachers, individually and collaboratively, improve instructional practices by *using current research* to improve instructional strategies.

- e. Using the examples in Section II and Endicott survey results to form your discussion, what does the evidence show about how teachers *engage in professional discourse focused on instructional practices*?

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which teachers', individually and collaboratively, improve instructional practices by *engaging in professional discourse focused on instructional practices*.

Writing a Conclusion Sentence(s):

Write one or two sentences which identifies the **extent or degree** to which teachers' instructional practices *use student achievement data from a variety of formative and summative assessments; examine student work; use feedback from a variety of sources, including students, other teachers, supervisors, and parents; examine current research; and engage in professional discourse focused on instructional practice.*

See examples for Indicators 1 and 2.

Writing the narrative for the Indicator(s):

Follow the directions as detailed under this heading in Indicator 1.

Indicator 5

Teachers, as adult learners and reflective practitioners, maintain expertise in their content area and in content-specific instructional practices.

Analysis:

- a. Using the examples in Section II and Endicott survey results to form your discussion, what does the evidence show about how teachers are *reflective practitioners; maintain expertise in their content area*?

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which teachers, as adult learners are *reflective practitioners, maintain expertise in their content area*.

- b. Using the examples in Section II and Endicott survey results to form your discussion, what does the evidence show about and *maintain expertise in content-specific instructional practices*?

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which teachers, as adult learners maintain expertise in content-specific instructional practices.

Writing a Conclusion Sentence(s):

Write one or two sentences which identifies the **extent or degree** to which teachers' instructional practices maintain expertise in their content area and in content-specific instructional practices. See examples for Indicators 1 and 2.

Writing the narrative for the Indicator(s):

Follow the directions as detailed under this heading in Indicator 1.

IV. Writing the Standard Narrative

When you have finished the writing for all of your individual indicators in a Standard they should be combined into one longer narrative for the entire Standard. This process will occur through the portal when the school enters the "print self-study report" command.

V. Writing the Executive Summary/Standard Rating/Strengths/Needs

- a. Write a one-page executive summary of the evidence from the Standard's narrative essay, which will be used to support the committee's judgment of the school's level of alignment to the Standard on Instruction in the portal. The basis for this summary can be derived from the conclusion sentences at the beginning of each indicator; some additional information may be added to clarify these conclusions.
- b. Use the rating guide provided to determine the school's level of alignment to the Standard on Instruction, based on the conclusions and supportive evidence written in the Narrative Essay. Check the box of the corresponding level in the Executive Summary section of the portal in the section entitled "Advisory Rating."
- c. Identify the school's strengths in aligning to the specific indicators in the Standard on Instruction and enter them into the portal in the section for Strengths.
- d. Identify the school's needs in aligning to the specific indicators in the Standard on Instruction and enter them into the portal in the section for Needs.
- e. Attach a list of the names, positions, and signatures of the committee members responsible for the preparation of this Narrative Essay and Executive Summary. Signatures of committee members attest to the thoroughness of the committee's work and to the veracity of the Narrative Essay and Executive Summary.

Please consult the Self-Study Seminar Handbook or the portal for a sample Executive Summary.

Continuum of Terms for Writing Conclusions

Quantitative	Qualitative
ALWAYS	by design – not by design
all	individually – collaboratively
across the school	deliberately – haphazardly
pervasively	formally – informally
often	implicitly – explicitly
the vast majority	purposefully – lacking connection
most	systematically – happenstance
extensively	consistently – inconsistently
consistently	commonly – seldom
frequently	targeted – scattered
sometimes	regularly – sporadically
in some areas	not yet
occasionally	
limited	
infrequently	
rarely	
NEVER	

RATING GUIDE

Instruction

A rating of **NOT YET MEETING THE STANDARD** is appropriate if any of the following exist:

- Instructional practices on the whole are not consistent with the school's core values, beliefs, and 21st century learning expectations
- Instructional strategies do not personalize instruction; engage students in cross-disciplinary learning; engage students as active and self-directed learners; emphasize inquiry, problem-solving, and higher order thinking; provide opportunities for the authentic application of knowledge and skills; engage students in self-assessment and reflection; and integrate technology
- The school's level of alignment to Indicator 5 in Standard 7, Community Resources for Learning, does not sufficiently support instructional practices

A rating of **LIMITED** is appropriate if teachers at least, minimally: employ instructional strategies that are consistent with the school's core values, beliefs, and learning expectations; employ instructional strategies that personalize instruction, engage students in cross-disciplinary learning, engage students as active and self-directed learners, emphasize inquiry, problem-solving, and higher order thinking, provide opportunities for the authentic application of knowledge and skills, engage students in self-assessment and reflection, and integrate technology; and maintain expertise in their content area and in content-specific instructional practices; but do not yet:

- Use formative assessment, especially during instructional time
- Strategically differentiate
- Purposefully organize group learning activities
- Provide additional support and alternative strategies within the regular classroom

A rating of **ACCEPTABLE** is appropriate if teachers on the whole: employ instructional strategies that are aligned with the school's core values, beliefs, and learning expectations; employ instructional strategies that, instruction, engage students in cross-disciplinary learning, engage students as active and self-directed learners, emphasize inquiry, problem-solving, and higher order thinking, apply knowledge and skills to authentic tasks, engage students in self-assessment and reflection, and integrate technology; and:

- Maintain expertise in their content area and in content-specific instructional practices
- Use formative assessment, especially during instructional time, strategically differentiate, purposefully organize group learning activities, and provide additional support and alternative strategies within the regular classroom

A rating of **EXEMPLARY** is appropriate when the descriptors in the **ACCEPTABLE** rating are met on a consistent level and:

- Teachers, individually and collaboratively, improve their instructional practices by: using student achievement data from a variety of formative and summative assessments; examining student work; using feedback from a variety of sources, including students, other teachers, supervisors, and parents; examining current research; and engaging in professional discourse focused on instructional practice