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# INSTRUCTIONAL PROCESS (LNT-P009)

WENATCHEE SCHOOL DISTRICT

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## 1.0 SCOPE:

- 1.1 This procedure describes the Wenatchee School District Instructional Process.

The online version of this procedure is official; therefore, all printed versions are unofficial copies.

## 2.0 RESPONSIBILITY:

- 2.1 Assistant Superintendent of Learning & Teaching, Principals, and Articulation Team Representatives.

## 3.0 APPROVAL AUTHORITY:

- 3.1 Assistant Superintendent of Learning & Teaching.

## 4.0 DEFINITIONS:

- 4.1 Leading indicators – formative evidence that provides information that the teacher is headed in the right direction
- 4.2 Critical standards – state and national standards that are frequently found on high stakes assessment
- 4.3 Big ideas – broad concepts
- 4.4 Enduring questions – questions that are pertinent over time and place
- 4.5 Instructional plan – a lesson plan that has been developed toward the goal of student learning
- 4.6 Formative assessment – evidence that a teacher is making progress toward a final teaching goal
- 4.7 Summative assessment – an evaluation that measures whether a teacher has met a final teaching goal
- 4.8 Plan for improvement – a plan developed to improve progress toward a goal, usually based on results that indicate a gap between current and ideal status
- 4.9 Vital Few #1 – every student will make a minimum of a year's growth in reading, writing and math
- 4.10 Vital Few #2 – all schools and departments will identify their Key Performance Indicators and the data that will be collected to measure performance results
- 4.11 Vital Few #3 – student progress and grade level standards are clearly understood and made available to all students and parents; students set academic goals and chart and monitor their own progress

## 5.0 PROCEDURE:

- 5.1 **PLAN:** Pre-assess and plan for teacher and student use (leading indicators)
- 5.1.1 Identify the critical standards to which you are facilitating students' proficiency. (See K-8 Family Guides, the L&T Guide, the Writing Supplement) or Washington State Grade Level Expectations [GLE's]).

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5.1.2 Identify the big ideas and enduring questions that students will explore and come to deeply understand, i.e., what do you want students to remember 10 years from now?

5.1.3 Identify the knowledge and skills that students need for deep understanding.

5.1.4 Assess students' prior knowledge and skills to inform the instructional plan.

5.1.5 Identify resources and instructional strategies that will assist in facilitating student skills and understanding.

5.2 **DO:** Implement the instructional plan with students.

5.3 **STUDY:** Using both formative and summative assessments, study the results of the instructional plan.

5.3.1 Identify the state, district, and classroom-based assessments and data that will provide evidence that students are proficient in the standards and have deep understanding.

5.3.2 Identify ongoing classroom-based assessments and data to evaluate the effectiveness of instruction (by classroom, grade level, school or department).

5.4 **ADJUST:** Determine the plan for improvement.

### **6.0 ASSOCIATED DOCUMENTS:**

6.1 K-8 Family Guides

6.2 Learning & Teaching Guide (online)

6.3 Writing Supplement

6.4 Washington State Grade Level Expectations (GLE's)

### **7.0 RECORD RETENTION TABLE:**

<u>Identification</u>	<u>Storage</u>	<u>Retention</u>	<u>Disposition</u>	<u>Protection</u>
None				

### **8.0 REVISION HISTORY:**

<u>Date:</u>	<u>Rev:</u>	<u>Description of Revision:</u>
02-Nov-04	A	Original Release

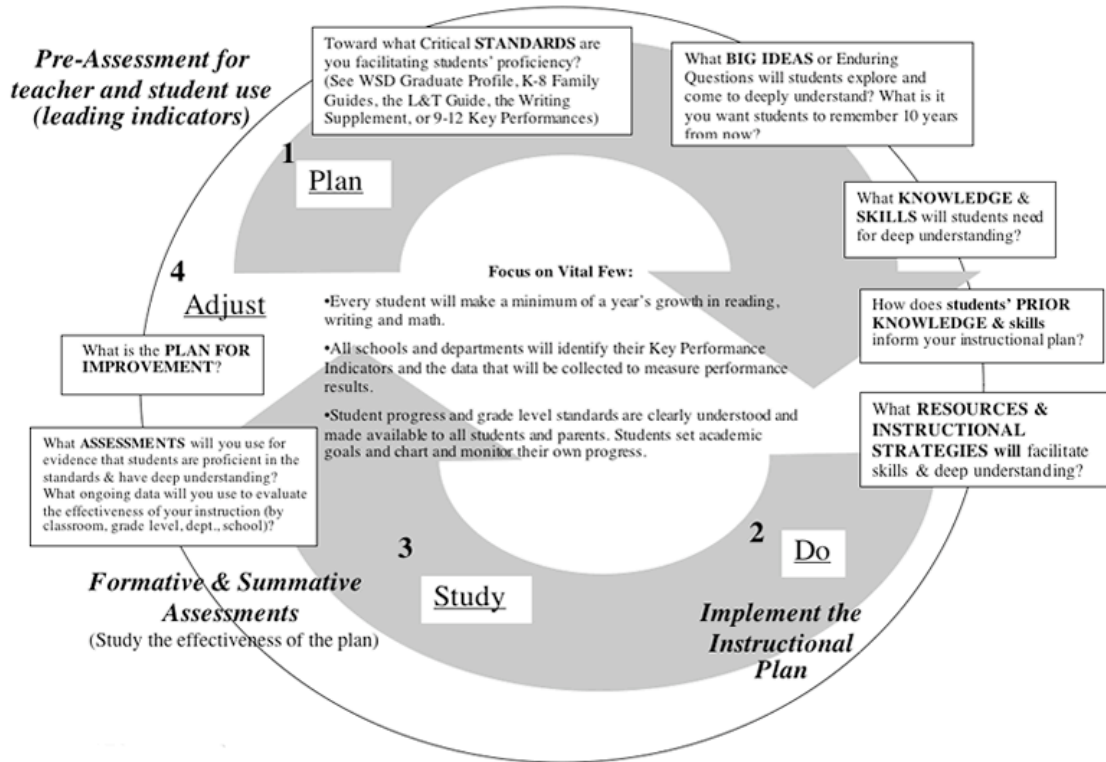
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## Exhibit "A"



**\*\* End of procedure \*\***