

## CLASSROOM-FOCUSED IMPROVEMENT PROCESS (CFIP) REFLECTION GUIDE

### USE TO GUIDE RE-TEACHING (Step 4) AND TO IDENTIFY FUTURE INSTRUCTIONAL CHANGES (Step 6)<sup>1</sup>

*(This is not intended as a checklist of characteristics that should be included in all lessons. Rather, it should be used as a reflection tool to identify possible new ways to re-teach content and to upgrade future instruction.)*

#### AS WE PLANNED INSTRUCTION, TO WHAT EXTENT DID WE INTENTIONALLY:

1. Consult the curriculum or pacing guides for the skills and knowledge to be taught and the most appropriate sequence to use?
2. Determine systematically, by developing a learning progression, and plan for the prerequisite skills and knowledge required by students to be proficient?
3. Understand and plan for the level of cognitive demand (rigor) that students needed to demonstrate to show proficiency?
4. Use resources that reflect students' backgrounds, learning styles, and cultural perspectives?
5. Administer a pre-assessment and use the results to guide instruction?
6. Anticipate and plan for common student misconceptions, based on the pre-assessment and previous work with students?
7. Plan for culturally responsive instruction that reflects students' backgrounds, abilities, learning styles, and preferences?
8. Differentiate content, process (instructional strategies), and/or product (ways that students will show what they know and can do)?
9. (Add instructional strategies that are important for planning in your grade, school, or subject area)
- 10.

#### AT THE BEGINNING OF INSTRUCTION, TO WHAT EXTENT DID WE INTENTIONALLY:

1. Share the learning expectations with students, prior to instruction, in terms that they understand?
2. Involve students in setting their own learning goals for the unit and tracking their progress?
3. Share with students before instruction the rubric that specifies in detail how students will show what they know and can do?
4. Involve students in developing the class rubric to be used for the assessment?
5. (Add instructional strategies important at the beginning of instruction in your grade, school, or subject area)
- 6.

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<sup>1</sup> Based on the work of Marzano, R. J. (2003). *What works in schools: Translating research into action*. Alexandria, VA: Association for Supervision and Curriculum Development; Stiggins, R. J. et al. (2007). *Classroom assessment for student learning: Doing it right, Using it well*. 2<sup>nd</sup>. Edition. Portland, OR: Assessment Training Institute; expectations of the Maryland College and Career-Ready Standards; and feedback from school leaders, including Michael Caldwell of the Howard County (Maryland) Public School System.

## **DURING INSTRUCTION, TO WHAT EXTENT DID WE INTENTIONALLY:**

1. Make connections to prior learning or related content to engage students and promote synthesis of information?
2. Model the concept or skill and provide students quality exemplars to work toward?
3. Correct misconceptions that students may have to start or that may occur during instruction?
4. Check for student understanding frequently and modify instruction based on the formative data obtained?
5. Base assignments on real-world tasks?
6. Offer alternative pathways to success, including the choice of content (where appropriate) and varied levels of support and challenge?
7. Vary instructional activities frequently?
8. Use graphic organizers and other nonlinguistic representations to show content in symbolic form?
9. Use cooperative learning activities and other interactive strategies to engage students throughout the lesson?
10. Provide multiple opportunities for student writing and speaking grounded in evidence?
11. Engage students in the close reading and careful analysis of varied, complex, and content-rich informational texts?
12. Assign purposeful homework and vary the approaches to providing feedback on the homework?
13. Provide students specific, timely, and varied feedback on their assignments?
14. Ask all students to respond to higher-level questions in which they must analyze, synthesize, and evaluate?
15. Provide multiple opportunities and additional reflection (processing) time for students to practice, review, and apply their new skills and knowledge?
16. Involve students in monitoring their own progress toward learning goals?
17. Reinforce student effort (as opposed to ability) and provide recognition of student success?
18. Acknowledge and praise appropriate behavior and respond effectively to inappropriate behavior?
19. (Add additional instructional strategies important during instruction in your grade, school, or subject area.)
- 20.

## **AT THE END OF EACH PART OF INSTRUCTION, TO WHAT EXTENT DID WE INTENTIONALLY:**

1. Use the rubric to score and provide timely and specific feedback to students?
2. Use a variety of assessment types and formats, including those that mirror current (MSA/HSA) and future (PARCC) assessments in content, format, and rigor?
3. Score classroom assessments with the same level of rigor used in scoring current and planned state and national assessments?
4. Involve students in helping to identify the next steps in their learning?
5. (Add additional instructional strategies important at the end of instruction in your grade, school, or subject area.)