**Standards Integration Program Audit**

Tools to Support Program Analysis and Refinement

During the 2015-2016 school year, NCTR developed tools and technical support to help residency programs examine their programs against the new yardstick of college and career ready standards for students. We call this process the Standards Integration Program Audit (SIPA). Participation in the NCTR SIPA provides programs with content-specific resources, protocols, and processes to support the calibration and in-depth deliberation about the content pedagogy novice teachers need to skillfully implement college and career ready standards in their classrooms when they become teacher of record. Below is a description of key tools and artifacts that were piloted in three programs to support the SIPA and refined based on feedback. In selecting and designing tools to support this process, we looked for tools that did the following:

* Illustrated connections between teaching practices and student learning.
* Focused on a learnable set of core teaching practices in program design.

| **Activity** | **Supporting Tools** | **Notes on Using these Tools** |
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| Overview of the Standards Integration Program Audit Process | * A [2-page Value Proposition](https://www.dropbox.com/s/v8nopkl52lnf7jh/NCTR%20SIPA_ValueProp_9_2015.docx?dl=0) that program directors can use to explain and promote the project to others in their organization and/or with faculty at partner universities
 | The 2 –page value proposition provides an overview of specific activities that a program should engage in at each phase, resulting in program revision or refinement against college and career ready standards. |
| Discussion of readings on Core Practices, HLPs, the TEDD cycle and accompanying discussion questions/preparation | * Davis, E. & Boerst, T.,“Designing Elementary Teacher Education to Prepare Well-Started Beginners” (2014) [Working Paper](http://www.teachingworks.org/images/files/TeachingWorks_Davis_Boerst_WorkingPapers_March_2014.pdf), *Teaching Works*.
* McDonald, M., Kazemi, E. & Kavanagh, S.S., “[Core Practices and Pedagogies of Teacher Education:](https://www.dropbox.com/s/a6pkbrf7x9rc6kl/Core%20Practices%20and%20Pedagogies%20ofTeacher%20Education.pdf?dl=0) A Call for a Common Language and Collective Activity*,” Journal of Teacher Education*, 64 (5), 378-386 (2013).
* TeachingWorks [High Leverage Practices](http://www.teachingworks.org/work-of-teaching/high-leverage-practices).
 | As a set, these three readings prompt participants to think about core practices for program improvement. NCTR designed discussion questions to launch an exploration of how the program pillars and practices discussed in these readings compare with current residency program pillars and practices. These readings serve as a springboard and a frame for exploring how core practices can anchor program coherence in clinically-oriented teacher preparation. |

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| Crosswalk documents that align the High Leverage Practices (from TeachingWorks) with specific classroom-based learning outcomes described in the Core Actions (from Student Achievement Partners) | * [Math crosswalk](https://www.dropbox.com/s/fu7e5k5fu1qqnrl/MathSIPATool_ProgramAnalysisCrosswalk_5_2016.docx?dl=0)
* [ELA crosswalk](https://www.dropbox.com/s/h7ilw0smgphosqw/ELASIPATool_ProgramAnalysisCrosswalk_5_16%20%281%29.docx?dl=0)
* Draft science crosswalk (not used with any of the pilot sites)
 | These documents help program staff and faculty understand how focusing on HLPs can support the student learning we hope to see in classrooms as a result. The diagram on p. 2 of the math and ELA tools was particularly helpful in showing the relationship between HLPs and student-based learning outcomes (the Core Actions) |
| Lesson-based Experience Engaging in a math or ELA lesson as a learner, then stepping back to analyze the architecture of the lesson and alignment to standards | * In math, we used a [lesson](https://www.dropbox.com/s/he40gqetgkc57mo/linear%20and%20exponential%20growth.pdf?dl=0) from the Mathematics Assessment Project on linear and exponential growth (secondary math)
* In ELA, we used a [lesson](https://www.dropbox.com/s/pc27ixzy8y2cann/TEDD_InteractiveCloseReadEnactmentProtocol%20%281%29.pdf?dl=0) from the TEDD materials on Interactive Close Read
 | There are a limited but powerful set of sites containing CCSS math content that provide lessons and materials math teacher educators can use to anchor pre-service instruction. Here are 2 sites favored by math teacher educators both within and outside of the NCTR network:* [The Mathematics Assessment Project](http://map.mathshell.org)
* [Inside Mathematics](http://www.insidemathematics.org)
* [Illustrative Mathematics](https://www.illustrativemathematics.org)

Lesson-based materials are much harder to come by in ELA due to the fact that ELA has had much less funding over the past few decades and the CCSS standards are relatively new. This is an area of much-needed development in the field. |
| Viewing and discussing videos of exemplary standards-aligned teaching | * For both math and ELA, we used video from the SAP video library, [Teaching the Core](http://www.teachingthecore.org)
 | These videos are annotated with the Core Actions, which allows the viewer to stop and discuss the relationship between teacher actions, or moves, and student learning at each phase of the lesson.  |
| Building out a Learning Cycle | * We designed a planning tool based on the Learning Cycle and resources from the [TEDD site](http://tedd.org)
 | The planning tool can be utilized by teacher educators or curriculum teams to plan and revise clinically-rich teacher preparation.  |