**Instructional Audit Summary**
**CLINTON DISTRICT RESULTS**
## 2013_2014_2015

**n.**

2013 = 219

2014 = 233

2015 = 219

| Gradual Release | 2013 | 2014 | 2015 |
|---|---|---|---|
| Focus Lesson Elements | 10% | 3% | 8% |
| Guided Instruction | 43% | 40% | 56% |
| Collaborative Teamwork | 50% | 48% | 49% |
| Cooperative with others | 35% | 40% | 51% |
| Students Work Independently | 27% | 25% | 28% |
| Giving Direct Instruction | 28% | 24% | 19% |
| None of the above | 1% | 4% | 0% |
| | | | |
| **Learning Target** | **2013** | **2014** | **2015** |
| Teacher stated | 15% | 14% | 16% |
| Student stated | 44% | 49% | 59% |
| On board ("I Can Statements") | 86% | 90% | 94% |
| On Resource | 2% | 4% | 14% |
| Unable to Tell | 6% | 6% | 2% |
| | | | |
| **Student Interactions** | **2013** | **2014** | **2015** |
| No interactions (0%) | 10% | 6% | 7% |
| Between 0% - 50% | 25% | 24% | 18% |
| Between 51% - 99% | 31% | 44% | 56% |
| All are interacting (100%) | 35% | 26% | 19% |
| | | | |
| **Engagement** | **2013** | **2014** | **2015** |
| Active | 46% | 40% | 28% |
| Passive | 13% | 12% | 7% |
| Both | 41% | 48% | 65% |

| Elements of INSTRUCTION Observed | 2013 | 2014 | 2015 |
|---|---|---|---|
| Individuals can identify learning target | 73% | 86% | 68% |
| Individuals verbalize importance of learning target | 57% | 54% | 47% |
| Student practice is relevant and important to mastery of learning target | 61% | 58% | 66% |
| Connections/applications to real world are present in the lesson | 53% | 53% | 38% |
| Academic language is demonstrated  by individuals in the lesson | 40% | 51% | 53% |
| Higher RIGOR Questions are heard (Create/Compare/Analyze/Apply) | 36% | 30% | 32% |
| Lower RIGOR Questions are heard (Recall/Describe/Demonstrate) | 66% | 52% | 58% |
| Teacher provides learning feedback | 71% | 58% | 63% |
| Peer provides learning feedback | 57% | 54% | 60% |
| There is evidence of differention in the lesson | 21% | 15% | 21% |

**CCSD Focus for 2013-2015 Professional Development**

Iowa Core Standards and Learning Targets

Gradual Release, Specifically Guided Instruction and Collaboration

PLC Teams working on collaborative learning towards instruction

Using Formative Assessment to drive mastery success