

WICOR IMPLEMENTATION CONTINUUM (Grades 3-8)

<i>Indicator</i>	Initiating	Implementing	Developing	Emerging School Wide	Sustaining and Innovating School Wide
<i>Training in WICOR Strategies</i>	One or more teachers have been trained once in WICOR strategies (i.e. Foundations K-2, 3-6).	Three or more teachers have been trained once in WICOR strategies; some may have attended two trainings , such as a county office workshops .	Two entire grade levels have been trained in WICOR strategies; some attending two AVID Summer Institutes or Path to Schoolwide trainings . (e.g. Wicorize It, Art of Inquiry, CRT).	Three entire grade levels or more have been trained in WICOR strategies, some attending two or more trainings . School funds are used to supplement district funds to train additional staff members at Summer Institute.	Four entire grade levels or more have been trained, some attending multiple trainings . All other grade levels have at least one member trained . School budget and site plan commits resources to ongoing professional learning .
<i>Degree of WICOR Implementation</i>	Those who have been trained may use the strategies once or twice a week , from the initiating and implementing area in the WICOR continuum list (WCL) .	Those trained use the strategies once or twice a day , and are refining use of instructional strategies, generally, from the initiating and implementing area in the WCL .	These grades share their WICOR activities and lessons, using multiple WICOR strategies daily , throughout the day for engagement , generally, from previous areas and developing in the WCL . However they do not intentionally use them to scaffold to rigor .	These teams use a variety of WICOR methodologies in every lesson from the entire WCL as appropriate for learning targets and life levels . Teams are starting to use WICOR as a scaffold for deeper levels of student processing and rigor within lessons.	These teams continue to use a variety of WICOR methodologies in every lesson and have created school-wide systems to monitor the fidelity of the strategy . Grade levels have AVID WICOR leads to facilitate lesson planning and act as a resource to align strategies and rigor across grade levels.
WICOR And Learning Outcomes	There is little to no discussion around WICOR's effects on student learning outcomes . They try strategies, but work in isolation .	Teachers share strategies they think are engaging . There are initial (L1) discussions about WICOR's effects on student learning outcomes .	They believe the WICOR strategies are engaging students in learning . They have started to discuss WICOR's effects on student learning outcomes and are starting to identify best practices .	Teams are developing and using common scoring to assess student learning. Teams analyze (L2) student data to determine which WICOR strategies should be used to increase learning outcomes .	Teachers in their teams work interdependently (L3) to determine WICOR's effects on agreed upon learning outcomes and assessment data , and share their learning with others. AVID leads participate in the site team , share WICOR best practice , and may arrange demonstration lessons to model WICOR strategies.
WICOR and Certification	They may contribute one or two samples for certification .	These teachers may feel that they are 'doing their part' for certification .	They view certification as a collaborative opportunity for coaching and feedback .	Collecting teacher and student WICOR has become routine , and has led to alignment of instructional practices .	Collecting WICOR samples for certification has identified areas of school wide inquiry which leads to refinements in instruction.
Column Total:	_____/4	_____/4	_____/4	_____/4	_____/4

WICOR IMPLEMENTATION CONTINUUM (Grades 3-6)

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W Writing	We would expect: 2 Column Notes 3 Column Notes Pgs: 4	Previous and.... ST-ar ___ Process Writing 18	Previous and.... st-AR ___ Quickwrites One Pager 20, 28, 30	Previous and.... Learning Log Journaling Notes with Text 38, 45, 15, 17	Previous and.... Double Entry Journal Mission Statement 52, 382
I Inquiry	We would expect: Costa's Levels Essential Q's 69, 92	Previous and.... Card Sorts ___ Random CFU's 94	Previous and.... Think-It-Out Chart Academic Language Scripts 117, 138	Previous and.... Philosophical Chairs Points of Confusion 121, 107	Previous and.... Socratic Seminar Cats and Fish 134, 107
C Collaboration	We would expect: ___ Pair Shares ___ SLANT Ice Breakers 222, 191, 149	Previous and.... 1-1-2 Pair Share ___ Collaborative Structures 209, 212	Previous and.... ___ Four Corners ___ Give 1 Get 1 216, 218	Previous and.... ___ Carousel Brainstorming ___ World Café 226, 233	Previous and.... Learning Styles Inventory & Mandala WICOR Study Buddy 197, 188
O Organization	We would expect: Binder Checks ___ B. Pack Check Agenda Checks 279, 281, 247	Previous and.... School Matrix Articulation Plan 407	Previous and.... Binder Response Form Org. Tools Graphic Organizers 280, 282, 288	Previous and.... Time Management Activities Identifying Study Space 251, 265	Previous and.... Backwards Mapping Goal Setting (Goal, Plan, Action) 261, 374
R Reading	We would expect: Preview a Text ___ Word Walls 308, 349	Previous and.... AVID Weekly Marking the Text 315	Previous and.... FLIP Frayer Model Writing in the Margins 318, 357, 328	Previous and.... Charting a Text Flip (with Reflection) Summarizing and Synthesizing 338, 322, 333	Previous and.... Claim Evidence Reasoning' Three Part Source Integration 324, 337
Costa's Level Of Thinking	Level 1	Level 2		Level 3	
	SWBAT: Complete Count Define Describe Identify List Listen Locate Name Read Scan Select State Write	Students will be able to: Analyze Compare Contrast Demonstrate Distinguish Explain Explain Why Illustrate Infer Produce Restate Sequence Sort Translate		Students will be able to: Apply Challenge Collaborate Combine Defend Evaluate Generalize Hypothesize Invent Predict Prioritize Rewrite Speculate Summarize	