

## Discussion Prompts: Reading I

1. What should be the purpose of local school data for educators?

2. What is “good teaching”? How can “good data” support instructional practice?

3. What was the first instructional practice change made by Chillicothe High School (CHS) and why?

4. How and why did teachers utilize “bell-ringers” to guide instruction at CHS?

5. What was the second instructional practice changed at CHS and why?

6. How were learning targets chosen and the course syllabus prepared at CHS? How were teacher lesson plans developed?

7. How did the “big ideas” process solidify students’ knowledge of previously learned concepts?

8. What part do “essential questions” play in a well-planned lesson?

9. What led to the third instructional practice change at CHS?

10. Explain the instructional model: “I do. We do. You do.”

11. What positive student outcomes did CHS achieve by making the instructional practice changes?

12. It's all about the process. List each step of the implementation process used by the school. Which process, steps, and/or strategies would work if implemented at your school?

13. What support or professional development will be needed to build capacity at your school?