Middle School Matters Institute Implementation Plan Template

Research Platform Dimension: Advanced Reasoning

This template walks users through the processes of self-reflection, needs determination, and action planning to develop an overall plan for improving implementation of the **Advanced Reasoning** principles and practices described in the Middle School Matters Research Platform and Field Guide during the coming school year. Users will engage in the following steps for **each principle**.

Step 1: Self-Reflection

Review evidence (i.e., reliable documentation) and indicate which instructional conditions are already in place. Determine the current level of implementation for the principle, according to the rubric below (adapted from Fixsen, D. L., Naoom, S. F., Blase, K. A., Friedman, R. M., & Wallace, F. (2005). *Implementation research: A synthesis of the literature.* Tampa, FL: Louis de la Parte Florida Mental Health Institute, National Implementation Research Network). This step helps to determine whether and why implementation of each principle needs to be improved.

1. **No Implementation:** There is no evidence of implementation of this principle in your school.
2. **Exploration:** The decision has been made to implement the principle. Knowledge is being shared about the practices and conditions described. There is no systematic expectation of implementation, nor is there good evidence of it.
3. **Initial Implementation:** The principle is beginning to be implemented. There is limited evidence of implementation of the practices. Some of the conditions described are being met.
4. **Full Implementation:** The principle is being implemented. There is strong evidence of implementation of all or almost all of the practices. All or nearly all of the conditions described are being met. There is a system in place for documenting and/or measuring implementation.
5. **Sustainability:** The principle is being implemented, and processes are in place for getting new personnel up to speed. There is a system in place for providing feedback and support for improving implementation of the principle.

Step 2: Needs Determination

Classify the type of needs your school has and indicate what can be done to address those needs (e.g., determine which broad strategies can help). A **knowledge** deficit exists when educators are not aware of the principle, nor the research or evidence that supports implementation of the principle. A **translation** deficit exists when educators need support in translating knowledge about the principle into instructional practice. A **resource** deficit exists when there is a lack of systemic support (e.g., time, materials, money, staff) for implementing the principle. Finally, a **feedback** deficit exists when educators are not made aware of the quality or success of their own implementation of the principle.

Step 3: Action Planning

Outline specific strategies to improve implementation. Indicate how to implement these strategies (i.e., steps for implementation), who is responsible, and deadlines for implementation. If any principle is determined (through reflecting on the evidence) to be at level 5 (sustainability), continuing current practices would be an appropriate plan for that principle; in such a case, other principles should be the focus of improvement efforts for the upcoming school year. To allocate resources effectively and efficiently, schools should consider focusing on four or fewer principles in an academic year and looking for overlap between strategies and plans for different principles.

June 2013

Middle School Matters Research Platform Dimension: Advanced Reasoning

Date: _____   **School: _____**

Principle 1: Reinforce the importance of inhibiting extraneous detailed information to optimize strategic attention needed to focus on important information.
Review Indicate which sources of evidence below were reviewed to determine whether each practice is in place.   ☐ Classroom observations   ☐ Interviews and surveys of teachers   ☐ Interviews and surveys of students   ☐ Lesson plans   ☐ Student work samples   ☐ Student activities and assignments
Practices For each practice, select all conditions that have been met, according to evidence gained from reviewing supporting documentation.
Practice 1: Teach students to cross out unimportant information and ignore extraneous information to focus their attention while rereading. ☐ Teachers teach students how to cross out unimportant information in short essays or reading assignments. ☐ Teachers teach students to ignore extraneous information while reading. ☐ Teachers teach students to focus their attention while rereading on information that supports the most substantial content ideas and facts. ☐ Teachers demonstrate how to cross out unimportant information. ☐ Students cross out unimportant information and ignore extraneous information to focus their attention while rereading.
Evidence Document how you determined whether to select each of the conditions above.   **Current Implementation Level for This Principle __**

Middle School Matters Research Platform Dimension: Advanced Reasoning

Principle 1: Reinforce the importance of inhibiting extraneous detailed information to optimize strategic attention needed to focus on important information.

Deficit Types

Based on the evidence on the previous page, indicate what types of needs your school has for this principle. Select all that apply.

☐ Knowledge ☐ Translation ☐ Resource ☐ Feedback

Strategies

Select which (if any) of the following strategies will be used to improve implementation of this principle.

Knowledge:
- ☐ Provide professional development
- ☐ Add to team or staff meeting agenda

Translation:
- ☐ Create organizers or manipulatives as a group
- ☐ Review lesson plans
- ☐ Review classroom assessments, assignments, or activities

Resource:
- ☐ Review instructional programs
- ☐ Review curricula
- ☐ Review schedule or calendar

Feedback:
- ☐ Add to observation checklist
- ☐ Review school-level or required assessments

Additional Strategies

List any additional strategies you intend to use to improve implementation of this principle.

Action Plan

Provide concrete steps for improving the level of implementation of this principle in your school.

Action	Person(s) Responsible	Deadline

Middle School Matters Research Platform Dimension: Advanced Reasoning

Principle 2: Strengthen the capacity to construct "bottom-line meaning" across all content areas and lessons.

Review

Indicate which sources of evidence below were reviewed to determine whether each practice is in place.

- ☐ Classroom observations
- ☐ Interviews and surveys of teachers
- ☐ Interviews and surveys of students
- ☐ Lesson plans
- ☐ Student work samples
- ☐ Student activities and assignments

Practices

For each practice, select each condition that has been met, according to the evidence gained from reviewing supporting documentation.

Practice 1: Have students construct more than one "take-home message" from a textbook lesson, book, play, movie, or social event.
- ☐ Teachers teach students that there is more than one take-home message from a textbook lesson, book, play, movie, or social event.
- ☐ Students construct more than one take-home message from a textbook lesson, book, play, movie, or social event.

Practice 2: Demonstrate to students that taking different perspectives helps students to expand their thinking and consider multiple options.
- ☐ Teachers demonstrate taking different perspectives as a way to expand thinking and consider multiple options.
- ☐ Students take different perspectives related to something they are learning to consider multiple options.
- ☐ Students share ideas from different points of view to expand their thinking.

Evidence

Document how you determined whether to select each of the conditions above.

Current Implementation Level for This Principle __

Middle School Matters Research Platform Dimension: Advanced Reasoning

Principle 2: Strengthen the capacity to construct "bottom-line meaning" across all content areas and lessons.

Deficit Types

Based on the evidence on the previous page, indicate what types of needs your school has for this principle. Select all that apply.

☐ Knowledge ☐ Translation ☐ Resource ☐ Feedback

Strategies

Select which (if any) of the following strategies will be used to improve implementation of this principle.

Knowledge:	Translation:	Resource:	Feedback:
☐ Provide professional development	☐ Create organizers or manipulatives as a group	☐ Review instructional programs	☐ Add to observation checklist
☐ Add to team or staff meeting agenda	☐ Review lesson plans	☐ Review curricula	☐ Review school-level or required assessments
	☐ Review classroom assessments, assignments, or activities	☐ Review schedule or calendar	

Additional Strategies

List any additional strategies you intend to use to improve implementation of this principle.

Action Plan

Provide concrete steps for improving the level of implementation of this principle in your school.

Action	Person(s) Responsible	Deadline

Middle School Matters Research Platform Dimension: Advanced Reasoning

Principle 3: Teach students to condense and synthesize information from texts and class readings through summarization by incorporating core ideas, pivotal inferential meanings, and at least two supporting facts.

Review

Indicate which of the following sources of evidence were reviewed to determine whether each practice is in place.

☐ Classroom observations   ☐ Interviews and surveys of students   ☐ Student work samples

☐ Interviews and surveys of teachers   ☐ Lesson plans   ☐ Student activities and assignments

Practices

For each practice, select all conditions that have been met, according to evidence gained from reviewing supporting documentation.

Practice 1: Teach students to synthesize information from science texts, poems, book chapters, movies, and works of art, producing synthesized summaries that condense the original important facts into abstracted ideas.

☐ Teachers teach students to synthesize information from science texts, poems, book chapters, movies, and works of art.

☐ Teachers teach students to produce synthesized summaries that condense the original important facts into abstracted ideas (rather than just restating ideas and supporting facts).

☐ Students synthesize information from science texts, poems, book chapters, movies, and works of art.

☐ Students produce synthesized summaries that condense the original important facts into abstracted ideas (rather than just restating ideas and supporting facts).

Evidence

Document how you determined whether to select each of the conditions above.

Current Implementation Level for This Principle __

Middle School Matters Research Platform Dimension: Advanced Reasoning

Principle 3: Teach students to condense and synthesize information from texts and class readings through summarization by incorporating core ideas, pivotal inferential meanings, and at least two supporting facts.

Deficit Types

Based on the evidence on the previous page, indicate what types of needs your school has for this principle. Select all that apply.

☐ Knowledge ☐ Translation ☐ Resource ☐ Feedback

Strategies

Select which (if any) of the following strategies will be used to improve implementation of this principle.

Knowledge:	Translation:	Resource:	Feedback:
☐ Provide professional development	☐ Create organizers or manipulatives as a group	☐ Review instructional programs	☐ Add to observation checklist
☐ Add to team or staff meeting agenda	☐ Review lesson plans	☐ Review curricula	☐ Review school-level or required assessments
	☐ Review classroom assessments, assignments, or activities	☐ Review schedule or calendar	

Additional Strategies

List any additional strategies you intend to use to improve implementation of this principle.

Action Plan

Provide concrete steps for improving the level of implementation of this principle in your school.

Action	**Person(s) Responsible**	**Deadline**

Middle School Matters Research Platform Dimension: Advanced Reasoning

Principle 4: Require students to paraphrase information to make it personally relevant and thus more memorable.

Review

Indicate which of the following sources of evidence were reviewed to determine whether each practice is in place.

- ☐ Classroom observations
- ☐ Interviews and surveys of teachers
- ☐ Interviews and surveys of students
- ☐ Lesson plans
- ☐ Student work samples
- ☐ Student activities and assignments

Practices

For each practice, select all conditions that have been met, according to evidence gained from reviewing supporting documentation.

Practice 1: Teach students to recognize good paraphrasing by providing examples of well-paraphrased statements alongside original sentences.

- ☐ Teachers provide students with more than one example of well-paraphrased statements alongside original sentences.
- ☐ Teachers discuss which example of a well-paraphrased statement is best and why.
- ☐ Students paraphrase a sentence, using different words from those in the original sentence.

Practice 2: Have students cover text and restate its main idea, using primarily novel wording and striving to use abstract wording.

- ☐ Teachers demonstrate covering text and restating its main idea, using primarily novel wording.
- ☐ Teachers model how to use abstract wording to paraphrase.
- ☐ Teachers demonstrate how to produce additional paragraphs from the same selection of text.
- ☐ Students cover text and restate its main idea in primarily novel wording.
- ☐ Students cover text and restate its main idea in abstract wording.
- ☐ Students produce additional paragraphs from the same original sentence or selection of text.

Practice 3: Have students produce several different ways to express the same idea, using their own unique combinations of words.

- ☐ Teachers demonstrate how to produce several different good paraphrases of the same idea.
- ☐ Students produce several different good paraphrases of the same idea, using their own unique combination of words.

Middle School Matters Research Platform Dimension: Advanced Reasoning

Principle 4: Require students to paraphrase information to make it personally relevant and thus more memorable.

Evidence

Document how you determined whether to select each of the conditions on the previous page.

Current Implementation Level for This Principle __

Middle School Matters Research Platform Dimension: Advanced Reasoning

Principle 4: Require students to paraphrase information to make it personally relevant and thus more memorable.

Deficit Types

Based on the evidence on the previous page, indicate what types of needs your school has for this principle. Select all that apply.

☐ Knowledge ☐ Translation ☐ Resource ☐ Feedback

Strategies

Select which (if any) of the following strategies will be used to improve implementation of this principle.

Knowledge:
- ☐ Provide professional development
- ☐ Add to team or staff meeting agenda

Translation:
- ☐ Create organizers or manipulatives as a group
- ☐ Review lesson plans
- ☐ Review classroom assessments, assignments, or activities

Resource:
- ☐ Review instructional programs
- ☐ Review curricula
- ☐ Review schedule or calendar

Feedback:
- ☐ Add to observation checklist
- ☐ Review school-level or required assessments

Additional Strategies

List any additional strategies you intend to use to improve implementation of this principle.

Action Plan

Provide concrete steps for improving the level of implementation of this principle in your school.

Action	**Person(s) Responsible**	**Deadline**

Middle School Matters Research Platform Dimension: Advanced Reasoning

Principle 5: Bolster cognitive strategies that enhance higher-order gist reasoning by constructing abstracted ideas and principles from the content, rather than listing facts that quickly become forgotten and obsolete.

Review

Indicate which of the following sources of evidence were reviewed to determine whether each practice is in place.

☐ Classroom observations   ☐ Interviews and surveys of students   ☐ Student work samples
☐ Interviews and surveys of teachers   ☐ Lesson plans   ☐ Student activities and assignments

Practices

For each practice, select all conditions that have been met, according to evidence gained from reviewing supporting documentation.

Practice 1: Teach students to think about, produce, and evaluate generalized gist statements for current events.
☐ Teachers teach students to think about generalized gist statements for current events and how an event mirrors or resembles a historical event.
☐ Teachers teach students to produce generalized gist statements for current events and how an event mirrors or resembles a historical event.
☐ Teachers teach students to evaluate generalized gist statements for current events and how an event mirrors or resembles a historical event.
☐ Students think about and produce a generalized gist statement for a current event and how the event mirrors or resembles a historical event.
☐ Students evaluate a generalized gist statement for a current event and how the event mirrors or resembles a historical event.

Practice 2: Teach students to think about and produce correct, generalized, underlying gist statements for narratives of various lengths and complexity.
☐ Teachers teach students how to think about the emotions, likes, and unique characteristics of characters in novels of various lengths and complexity.
☐ Teachers teach students how to create generalized, underlying gist statements for narratives of various lengths and complexity.
☐ Students create correct, generalized, underlying gist statements for narratives of various lengths and complexities.

Practice 3: Teach students to think about and produce generalized gist statements for expository texts.
☐ Teachers demonstrate how to read an expository text and think about various issues or concepts and how they relate to one another.
☐ Teachers demonstrate how to think about and produce generalized gist statements for expository texts.
☐ Students read an expository text and think about the relationships between various issues or concepts in the text.
☐ Students write a correct generalized gist statement for a selection of expository text.

Middle School Matters Research Platform Dimension: Advanced Reasoning

Principle 5: Bolster cognitive strategies that enhance higher-order gist reasoning by constructing abstracted ideas and principles from the content, rather than listing facts that quickly become forgotten and obsolete.

Practice 4: Teach concepts first and explicit examples secondarily to support the concepts.

☐ Teachers introduce a new concept and provide explicit examples to support the new concept.

☐ Teachers provide examples to support new concepts that are familiar to students and help them connect to the new information.

Evidence

Document how you determined whether to select each of the conditions on the previous page and above.

Current Implementation Level for This Principle __

Middle School Matters Research Platform Dimension: Advanced Reasoning

Principle 5: Bolster cognitive strategies that enhance higher-order gist reasoning by constructing abstracted ideas and principles from the content, rather than listing facts that quickly become forgotten and obsolete.

Deficit Types

Based on the evidence on the previous page, indicate what types of needs your school has for this principle. Select all that apply.

☐ Knowledge ☐ Translation ☐ Resource ☐ Feedback

Strategies

Select which (if any) of the following strategies will be used to improve implementation of this principle.

Knowledge:
- ☐ Provide professional development
- ☐ Add to team or staff meeting agenda

Translation:
- ☐ Create organizers or manipulatives as a group
- ☐ Review lesson plans
- ☐ Review classroom assessments, assignments, or activities

Resource:
- ☐ Review instructional programs
- ☐ Review curricula
- ☐ Review schedule or calendar

Feedback:
- ☐ Add to observation checklist
- ☐ Review school-level or required assessments

Additional Strategies

List any additional strategies you intend to use to improve implementation of this principle.

Action Plan

Provide concrete steps for improving the level of implementation of this principle in your school.

Action	**Person(s) Responsible**	**Deadline**

Adapted from MSM Field Guide Quality Frameworks (www.middleschoolinstitute.org/fieldguide)

Middle School Matters Research Platform Dimension: Advanced Reasoning

Principle 6: Foster advanced reasoning and curiosity by requiring students to generate thought-provoking questions about what is yet to be discovered and to anticipate the importance of taking certain paths in new explorations.

Review

Indicate which of the following sources of evidence were reviewed to determine whether each practice is in place.

- ☐ Classroom observations
- ☐ Interviews and surveys of teachers
- ☐ Interviews and surveys of students
- ☐ Lesson plans
- ☐ Student work samples
- ☐ Student activities and assignments

Practices

For each practice, select all conditions that have been met, according to evidence gained from reviewing supporting documentation.

Practice 1: Begin by formulating questions for students. "How," "why," and "what if" questions produce deeper thought processes and greater learning.

- ☐ Teachers model the process of asking "how," "why," and "what if" questions to produce deeper thought processes and greater learning.
- ☐ Teachers ask students to create their own "how," "why," and "what if" questions.
- ☐ Teachers ask students to answer the questions they have created.

Practice 2: Ask students to generate their own "how," "why," and "what if" questions and then answer them.

- ☐ Students formulate "how," "why," and "what if" questions to enhance their comprehension.
- ☐ Students answer their own "how," "why," and "what if" questions.

Practice 3: Teach students the discovery process of how new findings emerged, rather than just the product (the answer).

- ☐ Teachers teach students that scientific discovery begins with a question and then moves to a hypothesis, resulting in a plan to find the answer.
- ☐ Teachers teach students that the plan to answer a scientific question may require a creative approach and several different methods.
- ☐ Teachers provide students opportunities to use observation and experience to create questions and hypotheses and test those hypotheses.
- ☐ Students participate in scientific discovery by asking questions, generating a hypothesis, planning the methods to test the hypothesis, and then conducting the methods to come to conclusions.

Middle School Matters Research Platform Dimension: Advanced Reasoning

Principle 6: Foster advanced reasoning and curiosity by requiring students to generate thought-provoking questions about what is yet to be discovered and to anticipate the importance of taking certain paths in new explorations.

Evidence
Document how you determined whether to select each of the conditions on the previous page.

Current Implementation Level for This Principle __

Middle School Matters Research Platform Dimension: Advanced Reasoning

Principle 6: Foster advanced reasoning and curiosity by requiring students to generate thought-provoking questions about what is yet to be discovered and to anticipate the importance of taking certain paths in new explorations.

Deficit Types

Based on the evidence on the previous page, indicate what types of needs your school has for this principle. Select all that apply.

☐ Knowledge   ☐ Translation   ☐ Resource   ☐ Feedback

Strategies

Select which (if any) of the following strategies will be used to improve implementation of this principle.

Knowledge:	Translation:	Resource:	Feedback:
☐ Provide professional development	☐ Create organizers or manipulatives as a group	☐ Review instructional programs	☐ Add to observation checklist
☐ Add to team or staff meeting agenda	☐ Review lesson plans	☐ Review curricula	☐ Review school-level or required assessments
	☐ Review classroom assessments, assignments, or activities	☐ Review schedule or calendar	

Additional Strategies

List any additional strategies you intend to use to improve implementation of this principle.

Action Plan

Provide concrete steps for improving the level of implementation of this principle in your school.

Action	**Person(s) Responsible**	**Deadline**

Middle School Matters Research Platform Dimension: Advanced Reasoning

Principle 7: Combine strategic attention, abstraction of meanings, and innovative and generative thinking to construct novel macro-level texts.

Review

Indicate which of the following sources of evidence were reviewed to determine whether each practice is in place.

- ☐ Classroom observations
- ☐ Interviews and surveys of teachers
- ☐ Interviews and surveys of students
- ☐ Lesson plans
- ☐ Student work samples
- ☐ Student activities and assignments

Practices

For each practice, select all conditions that have been met, according to evidence gained from reviewing supporting documentation.

Practice 1: Ask students to first produce an original gist (big picture) statement and then support that statement with a synthesis of important facts, to support strategic attention.

- ☐ Teachers demonstrate how to build on to a gist statement by adding supportive statements and a synthesis of important facts, to support strategic attention on the gist statement.
- ☐ Teachers demonstrate how to expand on a gist statement by predicting an alternative solution or event.
- ☐ Students provide a gist statement and supporting statements that are either syntheses of facts or alternative solutions or events.

Practice 2: Have students read three articles at least twice each. Then, have students write three abstracted meanings to guide the development of a paper about the articles, with two key points and one original illustration.

- ☐ Teachers teach students the process of writing a paper based on the review of three or more articles.
- ☐ Teachers teach students to write three abstracted meanings from a review of three articles to guide the writing of a paper.
- ☐ Teachers teach students the process of using two key points and one original illustration to support each abstracted meaning from a review of articles to guide the writing of a paper.
- ☐ Students write a paper after reading three articles and writing three abstracted meanings, supported by two key points and one original illustration per abstract meaning.

Evidence

Document how you determined whether to select each of the conditions above.

Middle School Matters Research Platform Dimension: Advanced Reasoning

Principle 7: Combine strategic attention, abstraction of meanings, and innovative and generative thinking to construct novel macro-level texts.

Evidence (cont.)

Document how you determined whether to select each of the conditions on the previous page.

Current Implementation Level for This Principle ___

Middle School Matters Research Platform Dimension: Advanced Reasoning

Principle 7: Combine strategic attention, abstraction of meanings, and innovative and generative thinking to construct novel macro-level texts.

Deficit Types

Based on the evidence on the previous page, indicate what types of needs your school has for this principle. Select all that apply.

☐ Knowledge ☐ Translation ☐ Resource ☐ Feedback

Strategies

Select which (if any) of the following strategies will be used to improve implementation of this principle.

Knowledge:	Translation:	Resource:	Feedback:
☐ Provide professional development	☐ Create organizers or manipulatives as a group	☐ Review instructional programs	☐ Add to observation checklist
☐ Add to team or staff meeting agenda	☐ Review lesson plans	☐ Review curricula	☐ Review school-level or required assessments
	☐ Review classroom assessments, assignments, or activities	☐ Review schedule or calendar	

Additional Strategies

List any additional strategies you intend to use to improve implementation of this principle.

Action Plan

Provide concrete steps for improving the level of implementation of this principle in your school.

Action	**Person(s) Responsible**	**Deadline**

Middle School Matters Research Platform Dimension: Advanced Reasoning

Action Plan Summary		
Action	**Person(s) Responsible**	**Deadline**
Principle 1: Reinforce the importance of inhibiting extraneous detailed information to optimize strategic attention needed to focus on important information.		
Principle 2: Strengthen the capacity to construct "bottom-line meaning" across all content areas and lessons.		

Middle School Matters Research Platform Dimension: Advanced Reasoning

Action Plan Summary		
Action	**Person(s) Responsible**	**Deadline**
Principle 3: Teach students to condense and synthesize information from texts and class readings through summarization by incorporating core ideas, pivotal inferential meanings, and at least two supporting facts.		
Principle 4: Require students to paraphrase information to make it personally relevant and thus more memorable.		

Middle School Matters Research Platform Dimension: Advanced Reasoning

Action Plan Summary		
Action	**Person(s) Responsible**	**Deadline**
Principle 5: Bolster cognitive strategies that enhance higher-order gist reasoning by constructing abstracted ideas and principles from the content, rather than listing facts that quickly become forgotten and obsolete.		
Principle 6: Foster advanced reasoning and curiosity by requiring students to generate thought-provoking questions about what is yet to be discovered and to anticipate the importance of taking certain paths in new explorations.		

Middle School Matters Research Platform Dimension: Advanced Reasoning

Action Plan Summary		
Action	**Person(s) Responsible**	**Deadline**
Principle 7: Combine strategic attention, abstraction of meanings, and innovative and generative thinking to construct novel macro-level texts.		