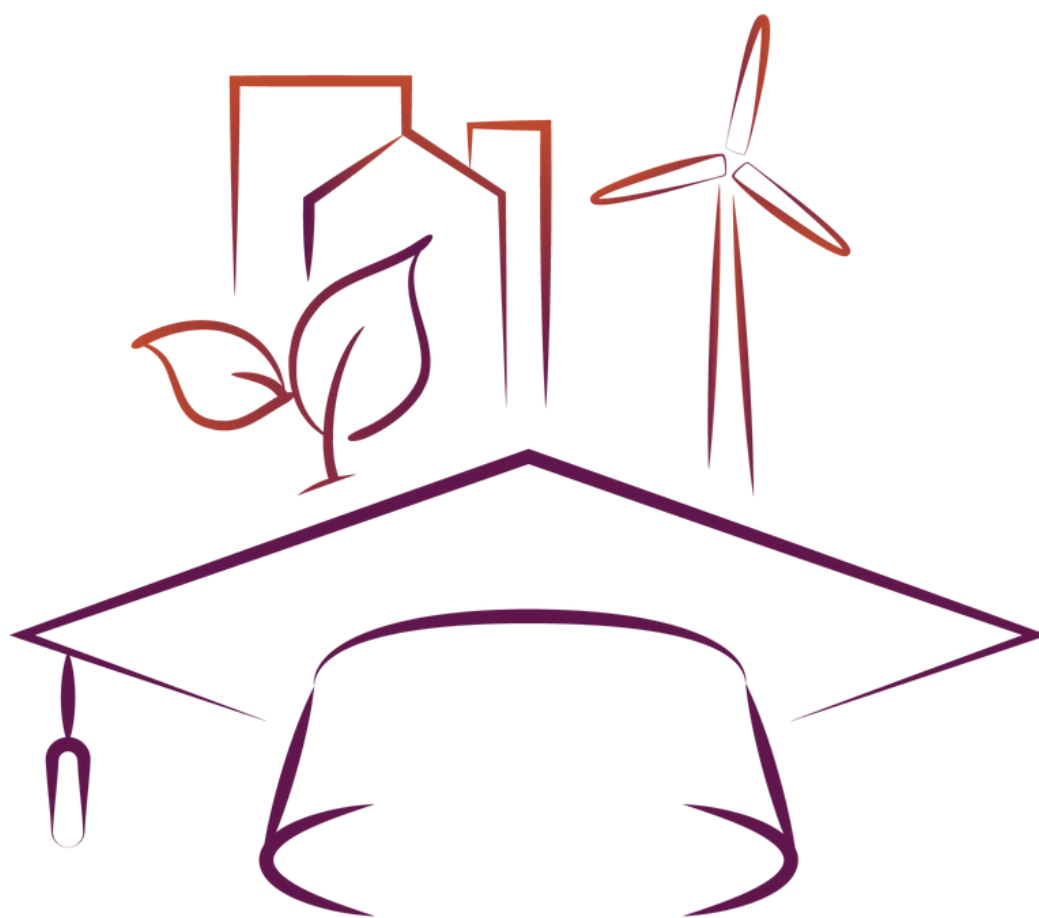




CEN

COLLEGIATE EDU-NATION

RBIS TOOLBOX

QUICK REFERENCE GUIDE

RESEARCH BASED INSTRUCTIONAL STRATEGIES (RBIS)

INTRODUCTION:

Research-Based Instructional Strategies (RBIS): The RBIS are a set of research-based practices that highlight misconceptions that are most common in the field. They cover topics that sometimes require conceptual or philosophical changes to how we approach instruction and form a set of practices that are supported by research and should be present in classrooms, regardless of instructional materials. These strategies are based in the science of how students best learn math and reading in K-12 classrooms. The RBIS also demonstrate why High Quality Instructional Materials are important and what is required to implement those materials well.

KEY PRACTICE

Student Engagement and Rigor

AGE-GROUP

PK-12

TOPIC

Best Practice Instructional Strategies

The Math RBIS

1 Balance Conceptual & Procedural	2 Depth of Key Concepts	3 Coherence of Key Concepts	4 Productive Struggle
Pursue rigor by balancing conceptual understanding, procedural skill and fluency. Apply this balanced understanding to mathematical applications as required by the standards in the TEKS.	Focus on math content that aligns to and meets the rigor of the TEKS for each grade level, while concentrating time and effort on going deep on the most important topics for the grade level.	Connect concepts within and across grades along a strategic progression of learning so that new understandings are built on previous foundations. Mathematics tells a continuous, connected story.	Students engage in productive problem solving, engaging in multiple opportunities for practice, discussion, representations, and writing that requires them to explain and revise their thinking.

TEA

Questions to ask yourself around your LEA's mathematics teaching strategies:

- Within math classrooms, do students have the opportunity to engage with productive struggle daily? If not, what development and/or supports would your staff need?
- What are some common barriers to strong math instruction in your district?
- What are some steps your district is taking to improve?

The RLA RBIS

1 Foundational Skills	2 Text Complexity	3 Knowledge Coherence	4 Text-based Responses
Explicit, systematic practice with Literacy Foundational Skills.	Regular practice with grade-level, complex text and its academic language.	Building knowledge and vocabulary through text in all content areas.	Reading, writing, and speaking grounded in evidence from text, both literary and informational.

TEA

Questions to ask yourself around your LEA's Reading Language Arts teaching strategies:

- What factors are limiting your success with literacy?
- What steps can you take toward ensuring that all students have access to foundational reading skills (grades k-2) and practice in grade-level, complex text (grades 3+)?
- What steps can you take toward ensuring that all students have access to knowledge coherence/knowledge building approach and opportunities to speak and write text-based responses?

WHAT BELONGS IN THE RBIS TOOLBOX?

AVID

WICOR

CIF

Advancement Via Individual Determination (AVID®) is a college/career readiness system with proven results. “No matter what postsecondary path high school graduates choose, students must develop certain essential skills to design their own futures: critical thinking, collaboration, reading, writing, and relationship building. The development of these skills is rooted in the belief in self. If students believe they are capable, there is a foundational confidence to learn and a resiliency to overcome setbacks. When educators believe in students, learning and confidence are activated. With teacher support for developing a growth mindset and the academic skills they need for future success, students grow to see their capabilities and find their own way. AVID’s mission is to close the opportunity gap by preparing all students for college and career readiness and success in a global society. Click [HERE](#) for an overview of AVID.

Writing, Inquiry, Collaboration, Organization, Reading (WICOR®) is the framework used by AVID (Advancement Via Individual Determination) to build students’ academic and soft skills for success in college and career. It is a set of strategies and tools that teachers and students can use, can measure, and can grow in depth and skill as they use them from elementary through college/career and into adult life. Read [HERE](#) for an overview of WICOR® from AVID.

Common Instructional Framework (CIF) is a group of six high impact, engaging instructional strategies researched and developed by Jobs For the Future (JFF) for use in Early College High School settings, but are adaptable for all students, content areas, and grade levels. Read [HERE](#) for a brief overview from JFF.

WHAT IS AVID®?

AVID 101 Walkthrough

What is AVID?

In order to know where we are today, you need to know how we started. Watch the video below to learn more about AVID and how we support students, teachers, sites, and districts.

Watch on YouTube



What AVID Is

When schools partner with AVID, they receive professional development, a suite of resources, and ongoing support to ensure a lasting impact that...



AVID /

CEN is your connection to AVID in the P-20 model for your district. You will work directly with your AVID program manager and your CEN specialist to implement AVID in your district.

WHAT IS WICOR®?

Writing, Inquiry, Collaboration, Organization, Reading (WICOR®) is the framework used by AVID (Advancement Via Individual Determination) to build students' academic and soft skills for success in college and career. It is a set of strategies and tools that teachers and students can use, can measure, and can grow in depth and skill as they use them from elementary through college/career and into adult life. Read [HERE](#) for an overview of WICOR® from AVID.

KEY PRACTICE

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Understanding WICOR

W

Writing

I

Inquiry

C

Collaboration

O

Organization

R

Reading

Through WICOR, educators are able to shift from delivering content to **facilitating learning**, resulting in an **inquiry-based, student-centric classroom** and build students' relational capacity especially in the 21st century where schools today include students of diverse cultures, languages, and backgrounds.

WICOR helps students learn at higher levels and **increases rigor** in the classroom.

WICOR provides a learning model that educators can use to guide students in comprehending concepts and articulating ideas at **increasingly complex levels**.



THE WICOR[®] STRATEGIES

WRITING	1. Communicate thoughts and ideas through the writing process. 2. Write as a tool to demonstrate learning and deepen understanding of content.
INQUIRY	1. Use questioning to demonstrate critical thinking and clarify learning. 2. Conduct proficient, academic investigation through the research process.
COLLABORATION	1. Communicate clearly through effective speaking and active listening. 2. Work productively and effectively within groups in blended learning environments.
ORGANIZATION	1. Manage materials using physical and digital organizational systems and routines. 2. Manage time to plan and prioritize appropriately. 3. Organize information and thinking.
READING	1. Deepen understanding of a variety of texts by engaging in the critical reading process.

Source: <https://resources.avid.org/instruction/avid-college-and-career-readiness-framework/>

RBIS TOOLBOX

RESEARCH-BASED INSTRUCTIONAL STRATEGIES

CEN Contact: Kimberly Mouser

kmouser@edu-nation.org

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WICOR[®] (Writing, Inquiry, Collaboration, Organization, and Reading)

is an instructional approach that places students at the center of their learning by empowering them to take ownership and agency of their thinking and learning. Each component includes strategies that engage both teachers and students. WICOR involves intentional instructional decision-making by teachers to provide students with opportunities to demonstrate what they know and what they can do with rigorous course content, which in turn builds skills and behaviors that support college and career readiness.

This instructional approach involves a scaffolded process of skill-building, that begins in elementary school. Students gradually develop autonomy and demonstration of mastery of content through their K–12 journey.

Teachers in all content areas can intentionally incorporate WICOR strategies into their daily lessons. WICOR strategies are effective in any instructional setting, including face-to-face, blended, and virtual learning.



Writing	Inquiry	Collaboration	Organization	Reading
Writing is: - A tool for communication, reflection, and learning - Inquiry - Visible organization of thought - Communication with authentic audiences	Inquiry is: - Uncovering one's understanding - Critical thinking and questioning - Exploring a variety of ways to solve problems - Engaging in thinking, learning, and discussion to inspire innovation	Collaboration is: - Positive group interactions - Teamwork with shared responsibility - Sharing of ideas, information, and opinions	Organization is: - Managing materials, time, and self - Practicing methodical study habits - Planning and prioritizing school, work, and social tasks - Engaging in goal-setting, planning, and reflection - Strategically and intentionally taking responsibility for one's own learning	Reading is: - Making connections between texts, self, and the world - Navigating and comprehending rigorous texts - Evaluating information from a variety of formats - Organizing and applying text-based learning
Students who write: - Engage frequently, in every content area and classroom - Cite evidence to support their thinking - Deepen their understanding of content - Demonstrate command of academic vocabulary - Communicate as a content expert - Communicate their thinking competently and confidently	Students who inquire: - Analyze and synthesize materials or ideas - Clarify their own thinking - Probe others' thinking - Work through ambiguity - Solve authentic problems	Students who collaborate: - Create a safe and supportive physical and philosophical environment - Work through identified structures and roles to achieve a common goal - Develop positive interdependence - Clearly communicate verbally and nonverbally - Listen effectively to decipher meaning - Deepen the learning of others through inquiry and active engagement	Students who organize: - Self-direct, self-evaluate, self-monitor, and self-advocate to reach academic goals - Develop and use tools to organize thinking, resources, and time - Develop and use processes, procedures, and tools to study effectively - Prepare for rigorous courses and engage fully in instruction	Students who read: - Activate, engage, and extend beyond the text - Make predictions and create visual images as they read - Understand text structures - Question the text and engage in deep inquiry - Become content experts - Evaluate sources for accuracy and bias
AVID supports writing through blended learning experiences including: - Disciplinary literacy - Academic language and literacy scaffolds - Learning-through-writing strategies - The focused note-taking process - The writing process in every content area - Collaboration - Tutorials, Collaborative Study Groups, and Scholar Groups	AVID supports inquiry through blended learning experiences including: - Design thinking and problem-based learning - Computational thinking - Skilled questioning techniques - Costa's Levels of Thinking - Socratic Seminars - Tutorials, Collaborative Study Groups, and Scholar Groups	AVID supports collaboration through blended learning experiences including: - Academic language and literacy scaffolds - Socratic Seminars - Philosophical Chairs - Jigsaw, World Café, Reciprocal Teaching, and Numbered Heads - Synchronous and asynchronous peer editing groups - Tutorials, Collaborative Study Groups, and Scholar Groups	AVID supports organization through blended learning experiences including: - Binders, eBinders, calendars, planners, and agendas - The focused note-taking process - Graphic organizers - Project planning and SMART goal-setting - Tutorials, Collaborative Study Groups, and Scholar Groups	AVID supports reading through blended learning experiences including: - Disciplinary literacy - Academic language and literacy scaffolds - Culturally relevant texts - The critical reading process - The focused note-taking process - Vocabulary building - Summarizing - Tutorials, Collaborative Study Groups, and Scholar Groups

https://avidopenaccess.org/wp-content/uploads/2021/08/AVID-WICOR-flyer-080521_proofed.pdf

COMMON INSTRUCTIONAL FRAMEWORK

Common Instructional Framework (CIF) is a group of six high impact, engaging instructional strategies researched and developed by Jobs For the Future (JFF) for use in Early College High School settings, but are adaptable for all students, content areas, and grade levels. Read [HERE](#) for a brief overview from JFF.

KEY PRACTICE

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AGE-GROUP

PK-12

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COMMON INSTRUCTIONAL FRAMEWORK CIF STRATEGIES

HOW versus WHAT

Scaffolding

Writing to Learn

Collaborative Groups

Literacy Groups

Questioning

Classroom Talk

**Allows students to
read, write, think
and talk -
internalizing their
own learning**

THE SIX CIF STRATEGIES

CLASSROOM TALK	Students know & follow guidelines * all students participate verbally * focused & on-topic * pairs, small groups, whole class * talk about content, ideas, opinions, experience * cite evidence to support, as appropriate * driven by excellent questions * students address each other * build on peers' comments * teacher as facilitator * think time * respectful language, tone, body language * take notes on what others say *
QUESTIONING	Students ask and answer questions * open-ended * connect to prior knowledge and experience * develop & express ideas * multi-level questions * deepens understanding of content * probe texts to make meaning * raises the level of classroom discourse * wait time for responses * students question their own and others' work * drives classroom talk & writing to learn *
COLLABORATIVE GROUPS	Partners or small groups * interdependent, authentic task * purposeful * intentional * roles * all participate * focused and on-topic * problem solving & high level thinking * face-to-face dialogue * accountability * report findings * students assess participation and products * teacher as facilitator * collaborative vs. simply cooperative * seating arrangements facilitate collaboration *
LITERACY GROUPS	Partners or small groups * collaboratively read and analyze texts * interdependent task * purposeful * intentional * roles * all participate * focused and on topic * support and challenge each other's thinking * cite textual evidence * learn from each other * face-to-face dialogue * report group findings * students assess participation & products * teacher as facilitator *
WRITING TO LEARN	Clear expectations * low stakes * clarify, analyze, or synthesize THINKING * variety of formats * prepares students for discussions * grapple with key concepts of content * share with peers * feedback on writing that pushes thinking further * occurs at any point(s) during lesson * driven by excellent questions * students use language to reflect on content * moves beyond just note-taking *
SCAFFOLDING	Organizes & guides thinking * each lesson event prepares students for the next * alignment of each lesson event to clear lesson objective(s) * helps manage time * connections to prior knowledge * guiding questions * graphic organizers * different levels according to student need * group work is scaffolded (pairs, small group, whole group) * variety * explicit & implicit connections *

RBIS TOOLBOX

RESEARCH-BASED INSTRUCTIONAL STRATEGIES

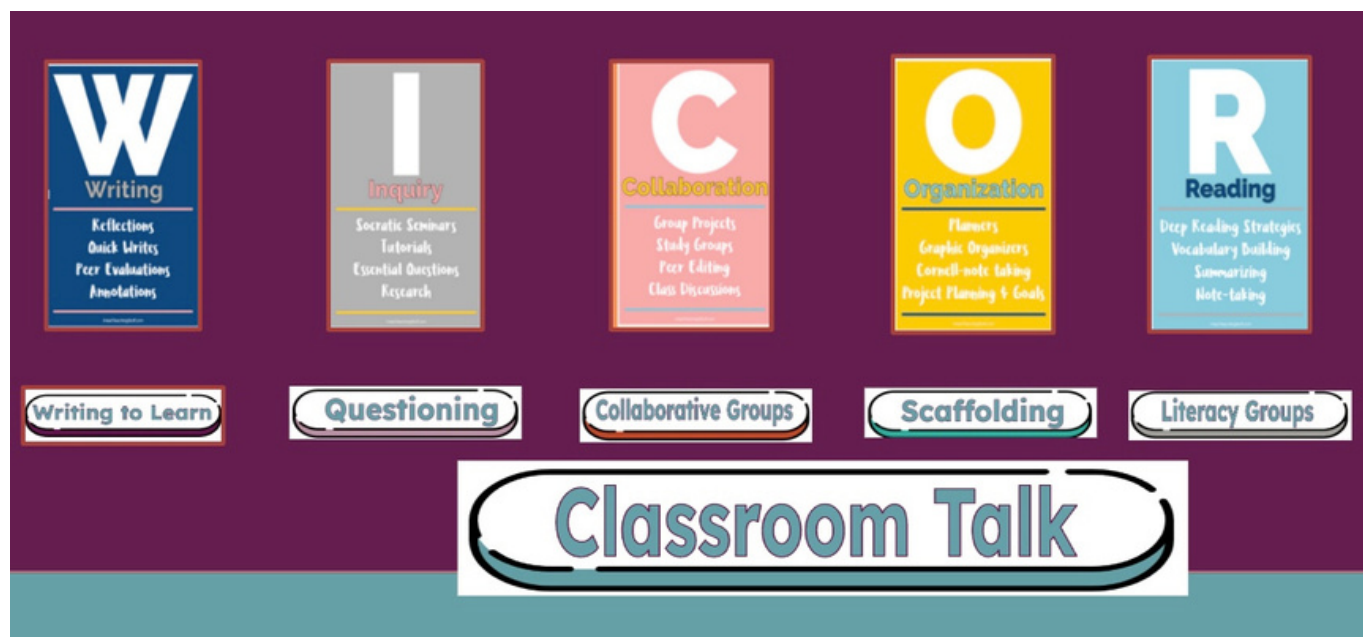
CEN Contact: Kimberly Mouser

kmouser@edu-nation.org

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THE CIF/WICOR® OVERLAP



Resource	<u>RBIS at a Glance</u>
Resource	<u>AVID.org</u>
Resource	<u>CIF Monitoring Look-Fors</u>
Resource	<u>Duplin County Schools CIF Website</u>
Resource	<u>The Not So Itty Bitty Book of CIF</u>



CEN Non-Negotiable Elements Evaluation Rubric

No. 11. RBIS Toolbox (AVID-WICOR-CIF)

Developing	Implementing	Maturing	Role Model
Collaborating with educators & researchers to identify effective instructional strategies based on current research.	Providing professional development & training for teachers to effectively implement research-based strategies.	Continuously reviewing & refining instructional strategies based on ongoing research & feedback from teachers & students.	Providing opportunities for teachers to observe & learn from exemplary classroom teachers who effectively implement research-based strategies.
Adapting research-based strategies to fit the needs of the local context, including the diversity of learners	Supporting teachers through coaching & feedback to ensure fidelity of implementation.	Encouraging a culture of innovation & experimentation with instructional strategies.	Recognizing & celebrating teachers who demonstrate exceptional use of research-based strategies.
Developing clear goals & objectives for each strategy & aligning them with TEA standards & assessments	Monitoring & evaluating the effectiveness of each strategy in achieving the intended outcomes.	Sharing successes & challenges with other educators & researchers to foster continuous improvement.	Encouraging teacher leaders to model effective research-based instructional practices in their schools & districts
Other, specify	Other, specify	Other, specify	Other, specify
Texas public schools can ensure the effective implementation of research-based instructional strategies to support student learning and achievement by using this rubric.			

District Name: _____
 School: _____
 Campus: _____

Contact: _____
 Date: _____



NOTE: Use the back of this page for commendations, comments, or recommendations. Attach additional pages if needed.

HOW TO USE THE RUBRIC:

- Initial Assessment: Conduct an initial assessment to determine the current stage of practice within the district.
- Targeted Improvement: Use the rubric to set specific targets for improvement and professional development.
- Ongoing Evaluation: Regularly revisit the rubric to evaluate progress and make adjustments to the strategies for using instructional rounds.
- Documentation: Use the back of the page for detailed notes and attach additional pages if necessary.

This rubric is intended to be a living document, guiding continuous improvement in educational practices. It encourages a methodical approach to professional development, emphasizing collaboration, mentorship, and systematic evaluation to enhance the quality of instruction.