

CIP Framework

The Current Instructional Practices (CIP) Framework measures classroom teachers' current instructional practices relating to a subject-matter versus a learner-based instructional approach in the classroom. As one moves to a higher CIP Intensity Level, less emphasis is placed on didactic instruction, sequential and uniform learning activities, and traditional forms of assessment. In its place, teachers begin to embrace instructional strategies aligned with student-directed learning, varied assessment strategies, authentic problem-solving opportunities, differentiated instruction, and complex classroom routines (e.g., students generating and testing hypotheses, implementing cooperative learning, students identifying similarities and differences).



PDF: [CIP Framework](#)

- **Intensity Level 0 (Not True of Me Now)**

A CIP Intensity Level 0 indicates that the participant is not involved in a formal classroom setting (e.g., pull-out program).

- **Intensity Level 1 (Not True of Me Now)**

At a CIP Intensity Level 1, the participant's current instructional practices align exclusively with a subject-matter based approach to teaching and learning. Teaching strategies tend to lean toward lectures and/or teacher-led presentations. The use of curriculum materials aligned to specific content standards serves as the focus for student learning. Learning activities tend to be sequential and uniform for all students. Evaluation techniques focus on traditional measures such as essays, quizzes, short-answers, or true-false questions, but no effort is made to use the results of the assessments to guide

instruction.

Student projects tend to be teacher-directed in terms of identifying project outcomes as well as requirements for project completion. No effort is made to differentiate instruction. The use of research-based best practices focuses on basic classroom routines (e.g., providing homework and practice, setting objectives and providing feedback, students summarizing and note taking, providing adequate wait time).

- **Intensity Level 2 (Not True of Me Now)**

At a CIP Intensity Level 2, the participant supports instructional practices consistent with a subject-matter based approach to teaching and learning, but not at the same level of intensity or commitment as a CIP Intensity Level 1. Teaching strategies tend to lean toward lectures and/or teacher-led presentations. The use of curriculum materials aligned to specific content standards serves as the focus for student learning. Learning activities tend to be sequential and uniform for all students. Evaluation techniques focus on traditional measures such as essays, quizzes, short-answers, or true-false questions with the resulting data used to guide instruction.

Student projects tend to be teacher-directed in terms of identifying project outcomes as well as requirements for project completion. No effort is made to differentiate instruction. The use of research-based best practices focuses on basic classroom routines (e.g., providing homework and practice, setting objectives and providing feedback, students summarizing and note taking, providing adequate wait time).

- **Intensity Level 3 (Somewhat True of Me Now)**

At a CIP Intensity Level 3, the participant supports instructional practices aligned somewhat with a subject-matter based approach to teaching and learning—an approach characterized by sequential and uniform learning activities for all students, teacher-directed presentations, and/or the use of

traditional evaluation techniques. However, the participant may also support the use of student-directed projects that provide opportunities for students to determine the "look and feel" of a final product based on their modality strengths, learning styles, or interests.

Evaluation techniques continue to focus on traditional measures with the resulting data serving as the basis for curriculum decision-making. The use of research-based best practices expands beyond basic classroom routines (e.g., providing opportunities for non-linguistic representation, offering advanced organizers).

- **Intensity Level 4 (Somewhat True of Me Now)**

At a CIP Intensity Level 4, the participant may feel comfortable supporting or implementing either a subject-matter or learning-based approach to instruction based on the content being addressed. In a subject-matter based approach, learning activities tend to be sequential, student projects tend to be uniform for all students, the use of lectures and/or teacher-directed presentations are the norm as well as traditional evaluation strategies. In a learner-based approach, learning activities are diversified and based mostly on student questions, the teacher serves more as a co-learner or facilitator in the classroom, student projects are primarily student-directed, and the use of alternative assessment strategies including performance-based assessments, peer reviews, and student reflections are the norm.

Although traditional learning activities and evaluation techniques are used, students are also encouraged to contribute to the assessment process when appropriate to the content being addressed. The amount of differentiation is moderate based on the readiness level, interests, and learning styles of the students. The use of research-based best practices expands beyond basic classroom routines (e.g., providing opportunities for non-linguistic representation, offering advanced organizers).

- **Intensity Level 5 (Somewhat True of Me Now)**

At a CIP Intensity Level 5, the participant's instructional practices tend to lean more toward a learner-based approach. The essential content embedded in the standards emerges based on students "need to know" as they attempt to research and solve issues of importance to them using critical thinking and problem-solving skills. The types of learning activities and teaching strategies used in the learning environment are diversified and driven by student questions. Both students and teachers are involved in devising appropriate assessment instruments (e.g., performance-based, journals, peer reviews, self-reflections) by which student performance will be assessed.

Although student-directed learning activities and evaluations are the norm, the use of teacher-directed activities (e.g., lectures, presentations, teacher-directed projects) may surface based on the nature of the content being addressed and at the desired level of student cognition. The amount of differentiation is substantial based on the readiness level, interests, and learning styles of the students. The use of research-based best practices delves deeper into complex classroom routines (e.g., students generating and testing hypotheses, implementing cooperative learning, students identifying similarities and differences).

- **Intensity Level 6 (Very True of Me Now)**

The participant at a CIP Intensity Level 6 supports instructional practices consistent with a learner-based approach, but not at the same level of intensity or commitment as a CIP Intensity Level 7. The essential content embedded in the standards emerges based on students "need to know" as they attempt to research and solve issues of importance to them using critical thinking and problem-solving skills. The types of learning activities and teaching strategies used in the learning environment are diversified and driven by student questions.

Students, teacher/facilitators, and occasionally parents are all involved in devising appropriate assessment instruments (e.g., performance-based,

journals, peer reviews, self-reflections) by which student performance will be assessed. The amount of differentiation is substantial based on the readiness level, interests, and learning styles of the students. The use of research-based best practices delves deeper into complex classroom routines (e.g., students generating and testing hypotheses, implementing cooperative learning, students identifying similarities and differences).

- **Intensity Level 7 (Very True of Me Now)**

At a CIP Intensity Level 7, the participant's current instructional practices align exclusively with a learner-based approach to teaching and learning. The essential content embedded in the standards emerges based on students "need to know" as they attempt to research and solve issues of importance to them using critical thinking and problem-solving skills. The types of learning activities and teaching strategies used in the learning environment are diversified and driven by student questions.

Students, teacher/facilitators, and occasionally parents are all involved in devising appropriate assessment instruments (e.g., performance-based, journals, peer reviews, self-reflections) by which student performance will be assessed. The amount of differentiation is seamless since students completely guide the pace and level of their learning. The use of research-based best practices delves deeper into complex classroom routines (e.g., students generating and testing hypotheses, implementing cooperative learning, students identifying similarities and differences).