



“Before Instruction” – Clarify Learning Targets & Plan

<p>Essential Question: <i>What do students need to know, understand, and be able to do?</i></p>	
<p>Practice: Teachers clarify standards-based learning targets, define mastery and deliberately plan for effective assessment and instruction.</p>	
<p>Strategy:</p> <p>Define Mastery</p> <p>Teachers collaboratively define and agree on what constitutes mastery of challenging, standards-based learning targets.</p> <p>Teacher Rubric Connection: II.D., III.C.</p>	<p>Action:</p> <p>Teacher teams identify or develop tasks with a range of Depth of Knowledge levels (DOK 1-4) to serve as the basis for planning of assessment and instruction.</p> <p>Action:</p> <p>Teacher teams develop exemplars of performance to support shared understanding of mastery.</p>
<p>Strategy:</p> <p>Develop Assessment Tasks</p> <p>Teachers develop assessment tasks that guide the teaching/learning cycle and measure student mastery of challenging, standards-based content knowledge and skills.</p> <p>Teacher Rubric Connection:</p>	<p>Action:</p> <p>Teacher teams identify or develop common summative tasks with a range of Depth of Knowledge levels (DOK 1-4) prior to planning and instruction.</p> <p>Action:</p> <p>Teacher teams design and align common formative tasks (DOK 1-3) to support students’ learning progression toward mastery.</p>
<p>Strategy:</p> <p>Design Standards-Based Unit/Lesson</p> <p>Teachers deliberately design units & lessons with challenging, standards-based learning targets using district-adopted curriculum.</p> <p>Teacher Rubric Connection: I.B., I.C., I.D., I.E., II.B., II.E.</p>	<p>Action:</p> <p>Teachers and/or teacher teams use common, standards-based unit or lesson templates to design and communicate planning for instruction.</p> <p>Action:</p> <p>Teachers and/or teacher teams develop unit and lesson plans that are based upon and strategically embed formative and summative assessments.</p> <p>Action:</p> <p>Teachers and/or teacher teams develop unit and lesson plans that differentiate instruction for diverse student needs, that provide access and opportunity for all, and that close knowledge and skill gaps.</p> <p>Action:</p> <p>Teachers and/or teacher teams explicitly include the Colorado Academic Standards 21st Century Skills and Readiness Competencies in unit and lesson plans.</p>
<p>Strategy:</p> <p>Communicate Clear Learning Targets</p> <p>Teachers develop stakeholders’ understanding of challenging, standards-based learning targets, of mastery, and of rigor.</p> <p>Teacher Rubric Connection: II.A., II.D., III.B.</p>	<p>Action:</p> <p>Teachers and/or teacher teams communicate examples of rigorous summative tasks to stakeholders to develop shared understanding of the learning targets.</p> <p>Action:</p> <p>Teachers and/or teacher teams use models of summative performances and products to clarify learning targets, define mastery and guide student progress.</p>



“During Instruction” – Ensure Effective Classroom Practice

<p>Essential Question: <i>How will we teach effectively to ensure students learn?</i></p>	
<p>Practice: Teachers ensure student equity through challenging, deliberate and effective instruction.</p>	
<p>Strategy:</p> <p>Develop Positive Classroom Culture</p> <p>Teachers develop a positive classroom culture that promotes individual student learning, encourages academic risk-taking, fosters a collaborative spirit and closes academic gaps.</p> <p>Teacher Rubric Connection: II.E., II.F.</p>	<p>Action:</p> <p>Teachers develop and ensure an environment of positive, trusting relationships promoting respect, cultural responsiveness and caring, such that students are willing to ask questions, seek support and take academic risks.</p> <p>Action:</p> <p>Teachers create and sustain a culture of consistently high expectations for academic performance such that students know their purpose in class is to learn and make progress together.</p>
<p>Strategy:</p> <p>Establish Effective Classroom Management</p> <p>Teachers collaborate with students to establish effective classroom management procedures and routines that insure a safe, respectful and efficient learning environment.</p> <p>Teacher Rubric Connection: II.E., II.F., III.B., III.D.</p>	<p>Action:</p> <p>Teachers and students co-construct and actively maintain norms and routines such that students believe the classroom is respectful, fair and safe.</p> <p>Action:</p> <p>Teachers effectively manage their classroom through clear, consistent expectations and efficient procedures to reduce challenging behaviors.</p> <p>Action:</p> <p>Teachers empower students to self-manage, to be individually accountable, and to hold one another responsible for meeting group expectations and goals.</p> <p>Action:</p> <p>Teachers partner with families to share mutual interests in student success.</p>
<p>Strategy:</p> <p>Communicate & Model Clear Learning Targets</p> <p>Teachers communicate and model clear, standards-based, grade-level learning targets and what constitutes mastery with regard to product, performance and/or process.</p> <p>Teacher Rubric Connection: II.A., II.B., II. D.</p>	<p>Action:</p> <p>Teachers ensure that students can explain the long- and short-term learning targets and how classroom tasks relate to the essential learning.</p> <p>Action:</p> <p>Teachers engage students with models of mastery or exemplars to ensure all students understand what defines success.</p> <p>Action:</p> <p>Teachers facilitate students in formulating and monitoring group and individual learning goals that reflect mastery.</p>



“During Instruction” – Ensure Effective Classroom Practice

<p>Strategy:</p> <p>Guarantee Access for All</p> <p>Teachers guarantee that, throughout instruction, all students have access to challenging, standards-based curriculum that leads toward mastery.</p> <p>Teacher Rubric Connection: II. B., II. C., II. F., III. A.</p>	<p>Action: Teachers pre-assess students’ to determine their learning readiness regarding pre-requisite skills and content knowledge prior to instruction.</p> <p>Action: Teachers use a variety of methods with students to seek and supply sources of motivation and relevance.</p> <p>Action: Teachers activate students’ prior knowledge in order to understand their preconceptions or misconceptions and to further develop their background knowledge and vocabulary.</p> <p>Action: Teachers pre-teach or re-teach throughout the learning to close students’ gaps in background knowledge or academic performance.</p> <p>Action: Teachers leverage appropriate, available technologies to maximize students’ access to and mastery of grade-level skills and content knowledge.</p> <p>Action: Teachers use a variety of proven inclusion methods or Sheltered Instruction Observation Protocol (SIOP) methods.</p>
<p>Strategy:</p> <p>Build Disciplinary Literacy</p> <p>Teachers reinforce and extend students’ disciplinary literacy and knowledge through pursuing the big ideas and questions of disciplines, by developing the nature of thinking in disciplines, and in reading, writing and thinking like a practitioner.</p> <p>Teacher Rubric Connection: II. B., III. A.</p>	<p>Action: Teachers intentionally, systematically and in specific ways develop students’ content-specific, academic vocabulary.</p> <p>Action: Teachers guide students in close reading of complex, content-rich, informational text and in developing written responses that are grounded in textual evidence.</p> <p>Action: Teachers develop students’ abilities to identify what information is needed, to understand how information is organized, to locate and evaluate sources critically, and to consume and communicate information.</p> <p>Action: Teachers consistently model and develop in students higher-order aspects of disciplinary thought: curiosity, critical thinking and reasoning, creative thinking and innovating.</p>



“During Instruction” – Ensure Effective Classroom Practice

<p>Strategy:</p> <p>Balance Instructional Design</p> <p>Teachers strategically create a balance between providing high-quality, explicit instruction that targets high levels of rigor and engaging students in well-designed, inquiry-based activities that foster discovery and learning at various Depth of Knowledge (DOK) levels.</p> <p>Teacher Rubric Connection: I. E., I. F., II. B.</p>	<p>Action: Teachers deliver strategic, explicit instruction and model the thinking necessary to perform rigorous tasks; they engage students in guided, collaborative, group and individual practice with tasks at various DOK levels.</p> <p>Action: Teachers intentionally use high quality questioning techniques ranging from DOK levels 1-3 and facilitate students in formulating their own questions at a range of DOK levels.</p> <p>Action: Teachers use inquiry-based learning tasks and methods and guide students in identifying, designing and researching their own questions (DOK levels 3 and 4).</p>
<p>Strategy:</p> <p>Differentiate Instruction</p> <p>Teachers intentionally differentiate and develop alternatives in content, process or product to maximize learning opportunities for each student to develop understanding and mastery.</p> <p>Teacher Rubric Connection: I. C., II. F.</p>	<p>Action: Teachers coach students to learn effectively through intentionally organized peer-to-peer instruction and flexible, fluid groupings that are based on students’ needs.</p> <p>Action: Teachers leverage appropriate, available technologies and create classroom structures to maximize personalized learning opportunities for students.</p> <p>Action: Teachers use instructional methods and structures that maximize opportunities for student choice and flexibility in the classroom.</p>



“During Instruction” – Check for Understanding

<p>Essential Question: <i>How will we know that students have learned?</i></p>	
<p>Practice: Teachers check for understanding to inform instruction and foster student ownership of learning.</p>	
<p>Strategy:</p> <p>Seek Evidence of Learning</p> <p>Teachers strategically conduct effective classroom discussions and activities or tasks that elicit evidence of learning and progress toward mastery.</p> <p>Teacher Rubric Connection:</p>	<p>Action:</p> <p>Teachers provide opportunities for multiple modes of response or performance so students can demonstrate their understanding and progress toward mastery.</p> <p>Action:</p> <p>Teachers use a variety of “Writing to Learn” activities to check for students’ understanding.</p>
<p>Strategy:</p> <p>Advance Learning Through Feedback</p> <p>Teachers advance their own learning, together with their students’ learning, through cycles of formative assessment and academic feedback.</p> <p>Teacher Rubric Connection: I. A., I. C., II. F.</p>	<p>Action:</p> <p>Teachers deliberately teach students to be recipients and donors of feedback: understanding the learning target, focusing on improvement, and delivering actionable feedback.</p> <p>Action:</p> <p>Teachers check for students’ understanding through high-quality classroom discussion with 100% student participation.</p> <p>Action:</p> <p>Teachers provide individual student academic feedback that is timely, descriptive and actionable and that enables and motivates students to move their learning forward.</p> <p>Action:</p> <p>Teachers intentionally gather and use formative student data, from a variety of sources, to monitor and adjust their instruction to meet student needs.</p> <p>Action:</p> <p>Teachers strategically conduct student observations and conferencing on a daily basis to gather and provide individual student academic feedback.</p>
<p>Strategy:</p> <p>Develop Student Ownership of Learning</p> <p>Teachers guide and support students in self-regulated learning so students ask and answer, “Where am I going? How am I going there? Where to next?”</p> <p>Teacher Rubric Connection: II. A., II. B., II. D.</p>	<p>Action:</p> <p>Teachers ensure students can explain the learning target, can evaluate their learning gap(s), and can develop plans for their next steps in learning.</p> <p>Action:</p> <p>Teachers enable students to take ownership of their own learning through critical reflection to manage their learning process, to problem-solve through obstacles, and to demonstrate resilience when they experience setbacks.</p>



“After Instruction” – Determine Response to Instruction

<p>Essential Question: <i>What do we do when students don’t learn or when they reach mastery before expectation?</i></p>	
<p>Practice: Teachers will determine each student’s need for further differentiated instruction based on a body of evidence.</p>	
<p>Strategy (Assessment)</p> <p>Analyze Student Data</p> <p>Teachers analyze each student’s body of performance data with regard to grade-level expectations to determine gaps and identify student needs.</p> <p>Teacher Rubric Connection: II. C., III. D.</p>	<p>Action: Teachers analyze student performance on priority standards in summative assessments to determine how students did on “<i>must know</i>”, “<i>should know</i>” and “<i>could know</i>” standards.</p> <p>Action: Teachers examine formative and summative assessments to evaluate progress, to identify outcomes mastered, and to determine whether the student’s trend data show growth toward mastery.</p> <p>Action: Teachers enter, summarize, and interpret data for academic, social-emotional, and behavior skills.</p> <p>Action: Teachers collaborate with school experts to use diagnostic assessments to determine instructional needs, identify deficits for potential Tier 2 placements, and determine need for referral to Problem-Solving Team.</p> <p>Action: Teachers refine assessment tools to maximize their potential to inform and adjust instruction.</p>
<p>Strategy (Curriculum)</p> <p>Verify Access</p> <p>Teachers and teacher teams examine assessment data to ensure student access to curriculum.</p> <p>Teacher Rubric Connection: II. C.</p>	<p>Action: Teachers and teacher teams review standards-based curriculum to ensure student access of grade-level curriculum.</p> <p>Action: Teachers and teacher teams review curriculum for appropriate types of acceleration, remediation, and/or enrichment based on students’ needs.</p>
<p>Strategy (Instruction)</p> <p>Differentiate Further</p> <p>Teachers reflect on effectiveness and appropriateness of instructional practices to determine further levels of differentiation and adjust instruction, as necessary, to meet student needs based on what the data indicate.</p> <p>Teacher Rubric Connection: I. C.</p>	<p>Action: Teachers re-evaluate and adjust, as necessary, the “pyramid” of students within class (above grade level, at grade level, below grade level) to determine needs and areas for intervention.</p> <p>Action: Teachers identify opportunities to reteach, reinforce, or enrich the current unit or to intentionally plan for the next unit.</p> <p>Action: Teachers adjust grouping strategies for Tier 1 differentiation based on pre-assessment, formative, and summative data.</p> <p>Action: Teachers identify and intentionally plan formative assessments to monitor student learning and the effectiveness of differentiated instruction.</p>