

Purpose: The Instructional Practice Guide articulates the vision for skillful teaching and learning. The guide describes the core instructional practices that contribute to student learning. Purposes include: 1) lesson preparation; 2) reflecting within PLCs on instructional practices contributing to student outcomes; 3) focused professional learning on standards-aligned practice; 4) providing feedback on classroom practice.

1. Culture of Learning: Is there a culture of learning and high expectations in this classroom?

Students demonstrate:

- self-management skills by **following behavioral expectations**, classroom directions, and executing **transitions and procedures efficiently**, independently and with peers.
- **engagement in the work of the lesson** from start to finish; there is a **sense of urgency** about how time is used and managed.
- evidence of **growth mindset** (embrace challenges/learn/persist) and **self-efficacy** (belief in ability to succeed) through interactions with teachers, peers, and course content.
- social awareness skills (i.e. listening, disagreeing respectfully, building on thoughts or arguments, perspective taking, social cues) and cultural awareness through interactions with teachers, peers, and course content.
- openness to the exploration of identity, diversity, justice, and social action to develop an inclusive learning community
- a **joy for learning** through positive relationships with their teacher and classmates and strong classroom culture.

Planning Notes/Self Reflection:

2.A. Challenging Content: Is the lesson focused on a high quality text(s)?

- A majority of the lesson is spent listening to, reading, writing, and/or speaking about text(s).
- The text(s) are at or above the **complexity** level expected for the grade and time in the school year. *Consider Lexile level, levels of meaning or purpose, text structure, language, knowledge demands, and scaffolding provided by the teacher.*
- The text(s) exhibit **exceptional craft** and are part of a coherent sequence that builds students' **knowledge and understanding of a global world view**.

Planning Notes/Self Reflection:

2.B. Challenging Content: Does this lesson employ questions and tasks, both oral and written, which integrate the standards and build students' comprehension of the text(s) and its meaning?

Questions and tasks:

- **integrate** reading, writing, speaking and listening, and/or language **standards** to support students in building their understanding of the text and topics under consideration.
- focus on the most critical elements of the text(s)' **concepts, ideas, structure, events and/or details**.
- require students to use **evidence from text** to demonstrate understanding and to support their ideas about the text. These ideas are expressed through both written and oral responses.
- attend to the most critical **words, phrases and sentences** within the text.
- are intentionally selected and sequenced to build knowledge and deepen students' comprehension of text through academic discourse and/or writing.

Planning Notes/Self Reflection:

2.C. Challenging Content: *During foundational skills lessons, does instruction develop skills in service of comprehension?*

- The foundational skills being taught are **aligned to the reading foundations standards** for the grade.
- **Frequent monitoring of student progress** drives the content so students get what they need, not what they already know.
- Instruction and materials provide explicit instruction in **phonological awareness, concepts of print, letter recognition, phonetic patterns, word structure, vocabulary and/or fluency**. *Not all strands will be addressed in each lesson.*
- Instruction & materials provide opportunities for all students to **practice reading and writing** newly acquired skills both in connected text (e.g. decodable text) as well as out of context (e.g. on whiteboards, games, sound/spelling cards, practice pages).

Planning Notes/Self Reflection:

3. Ownership: *Are students responsible for doing the thinking in this classroom?*

Students:

- have opportunities for **productive struggle** and demonstrate perseverance in reasoning and problem solving in the face of initial difficulty.
- provide **text evidence** to support their ideas and display **precision** in their **academic discourse and/or** written responses.
- **share their developing thinking** about the content of the lesson.
- **elaborate on initial thoughts** to explain their thinking.
- **talk about and ask questions about each other's thinking** to clarify, self-assess and/or improve their own understanding and determine next steps to improve learning outcomes.

Planning Notes/Self Reflection:

4. Every Student: *When students are working to overcome literacy gaps, does the lesson address what students need?*

- **Frequent monitoring of students' literacy abilities** by both the teacher and students drives content of intervention so that students get what they need in order to comprehend grade-level text.
- The content being taught addresses specific skills and knowledge that hold students back from reading grade-level complex text, such as decoding, fluency or factors that contribute to comprehension (*i.e. vocabulary, complex syntax, cultural or literary knowledge, etc.*)

Planning Notes/Self Reflection:

5. Improving Every Day: *Are students demonstrating their understanding?*

- Questions, tasks, and/or assessments **yield data that allow the teacher to assess students' progress** toward learning outcomes aligned to grade level
- Student responses and work demonstrate that **students are on track** to achieve stated or implied learning outcomes as identified by various assessment.
- Responses within the classroom are monitored and instruction is adjusted in real time with gradual release

Planning Notes/Self Reflection: