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/Feedback:

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/Feedback:

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
   - Provide daily Designated ELD instruction to English Learners focused on increasing language proficiency based on the state adopted ELD Standards.

Planning Notes/Self Reflection/Feedback:
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/Feedback:

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/Feedback:

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/Feedback:

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/Feedback: