3-5 Essential Agreements

Standards Based Instruction (Pillars)

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| **PLC**   * Norms are created * Determine how agenda is set and by whom * Everyone arrives on time * Everyone participates * Establish protocol for sharing notes or documents * Establish a purpose for PLC * Everyone comes prepared with appropriate materials including test specifications, scope and sequence, copy of assessments and documents aligned to the standards * Shared responsibility * Standards based planning for each new unit takes place. Everyone agrees on evidence of student learning. See planning section below * Lesson implementation (the how) is discussed * Agree upon student evidence to be collected and analyzed during PLCs as evidence of progress toward the priority standards * Assessments are reviewed to determine needs |
| **Planning**   * Identify standards to be taught in unit- Utilize Scope and Sequence in Blender * Scales created based on standards * Scales should be based on unpacked standards with a clear progression from foundational skills to the intended rigor of the standard * Planning includes looking at student data to determine access point into the scale (i.e. Gifted classes might start at level 3 and look to move to level 4.) Some classes may have students that require more scaffolding as they move through the scale in order to reach proficiency * Daily standards based targets should be created. The learning targets should come from wherever you are in the scale * FSQ’s and USA’s should be reviewed prior to creating lessons (Backward Design) * Test Specifications should be reviewed for each standard being taught * Approved materials include- materials on Blender, i-Ready toolkit and i-Ready book, Engage NY, or other materials provided to you by your administration team * Every part of the instructional blocks should be planned including materials, lesson implementation, monitoring at the end of each lesson and student tasks that are aligned to the daily target * Planned questions for each lesson should be created prior to teaching the lessons * Specific anchor charts are planned ahead of time * Small group instruction must have separate lesson plans including target, student listing, materials and assessment. Data should be utilized to create groups * Student activities and tasks must be planned from the foundational level up to the level of rigor required by the standard * Student adaptations, accommodations and modifications for ELL and ESE students are planned for ahead of time |
| **Classroom Environment**   * Classroom arrangement accommodates a variety of student groupings (i.e. small and whole group) * Print rich environment (i.e. interactive word walls, anchor charts, content vocab, student work-all related to content currently being taught) * All materials posted should align to standards being taught * Pre-made or store bought posters and charts should be minimized * Daily standards based targets are posted in student friendly terms and include a statement of what students will know and be able to do. These should not be activities * Daily schedule posted * Anchor charts should reflect current learning, should be posted by content and clearly visible. When a unit is completed anchor charts come down but may still be accessible * Uncluttered - materials are organized and easily accessible * An area for materials should be created and labeled (i.e.- math manipulatives, writing materials and supplies) * Personal materials or materials not related to current curriculum should be stored somewhere else. Behavioral expectations posted (i.e. PBS charts, CHAMPS, etc.) * Classroom libraries are required. Books are neatly organized, sorted, labeled (i.e. F&P levels, genres) and maintained regularly * Libraries are set up as a separate area, not around the room * Small group reading table should be free from extraneous materials, supplies or papers * Student artifacts should be posted and related to current content |
| **Instruction**  **Whole Group**   * Beginning of units - scales are introduced through interactive conversation. During the unit, scale should be referred to every day. The connection between the scale and daily target should be discussed. * Learning target should be clearly reviewed * Only approved material should be utilized - See planning section * On grade level materials including complex text should be utilized. Lesson should adhere to the PBMI (Palm Beach Model of Instruction) * Student accountable talk should be evident * During shared reading students should have access to the text * During mini lessons, read alouds and shared reading, students should be allotted time for processing (i.e.turn and talks, accountable talk) * Monitoring techniques/checks for understanding must be used throughout the lesson (i.e. hand signals, whiteboards, turn and talks) This should be an interactive time * Questioning throughout lesson is utilized from foundational to analysis level * Word work/vocabulary can be taught through shared reading or through small group * A daily Number Talk is required * Limit whole group to 30 minutes * All students including ELL beginning speakers should be included in the whole group lesson   **Small Group – Must occur in all subjects daily**  Guided Reading   * Target posted * Students are grouped by instructional level text * Teacher selects text * Must have instructional focus and teaching point * Teacher prompt page available at table * Separate plans are kept and students’ names are indicated * Materials and resources are prepared ahead of time * Reading table is clear of extraneous supplies, papers or books * Students read out loud independently while teachers listen , monitor and coach in. (No round robin reading)   Skills and Standards Based Instruction   * Target posted * Students are grouped by skill or strategy deficit * Students could be pulled for reteach of core instruction * Text is student or teacher selected and on students’ independent level with the intent of moving to grade level text. Eventually grade level text must be used and scaffolding occurs * Materials should be prepared ahead of time * Direct teaching should occur * Reading table is clear of extraneous supplies, papers or books   Group work   * Student are brought together for processing and deepening of content * Groups should be self–directed * Students should have been taught how to work in groups * Students should be able to share the purpose of their group work, the purpose of their task, how it relates to the learning target and what evidence they need to provide in order to show mastery * Student group tasks should be tied to text in reading and to problem solving tasks in math. Student tasks should be aligned to intent and rigor of learning target * Accountable talk by all group members should be evident   **Independent activities**   * Tasks must align with daily targets and align to the level of rigor required by the learning target * Students must be able to explain their task, the purpose of the task and how the task relates to the target. Students should be able to articulate what proficiency looks like with the task * Only approved materials should be utilized. (Blender, CKLA, i-Ready Toolkit and other approved materials discussed at PLC’s and approved by administration) * Academic notebooks in math and science should be utilized. Standards based evidence in the notebook is required. Each grade level should utilize a consistent format * Reading response notebooks will be used on a weekly basis to respond to literary and informational text. Grade levels determine clear and consistent protocols for the notebook set up and guidelines * Students must regularly be engaged with high quality complex text * Employ questions and tasks that are text dependent and accurately address the analytical thinking required by the grade level standards * Students must regularly be engaged with high quality complex text * Question stems for ELA should come from unpacked standards, FSQ’s, USA’s and Blender * For math, utilize FSA type questions from FSQ’s USA’s, Blender task cards, and Test Item Specifications * Blender should be utilized for question stems and math task cards * Utilize i-Ready teacher tool box quizzes (different from standards mastery quizzes). They can be cut up and used as task cards * Math stations should be limited to task cards or work directly related to the standards. Fluency stations should only be utilized for students who need it * If students are working in i-Ready packets, direct instruction must have come first * Partnership work is encouraged when working in packets * Independent reading must occur daily, with a purpose and with appropriate student-text match. There must be accountability attached to reading * Writing about text should happen every day * There must be a process for checking students’ independent books to ensure students are in the right text * There must be a process for checking academic notebooks each week to ensure students are receiving feedback, re-teaching is taking place and work is being monitored for mastery * Go Math pages can only be used when there is alignment to intent of the level of the standard * **All tasks MUST be monitored and INSPECTED**   **Technology**   * i-Ready-45 minutes per week in math and reading (Can’t be assigned for homework) * i-Ready Standards Mastery Quizzes are utilized to reassess specific skills * Assessments in tested grade should be taken on the laptop or computer * Imagine Learning should only be utilized during rotations. ELL students should not be on Imagine Learning during whole group instruction or take the place of differentiated tasks * A system for monitoring student progress must be in place. You should be able to articulate this system if asked * Review of reports must lead to re-teaching. Analyze data weekly (i-Ready Class Response to Instruction) to monitor domains and to determine where re-teaching needs to take place * Laptops should be utilized * Other supplemental online programs can be used once i-Ready minutes are met. However only approved online programs such as Reading Plus, Kahn Academy, Ten Marks and Edmodo should be used. Brain Pop and Learning Tools are no longer recommended   **Rotations**   * Transitions must be crisp * Small group, text-based writing, i-Ready and independent tasks aligned to daily target * Math stations should be limited to task cards or work directly related to the standards. Fluency stations should only be utilized for students who need it * Must be planned * Students must be able to explain their task, the purpose of the task and how the task relates to the target   **Intervention**   * Must occur daily * Must be planned * Must match the learners’ need - LLI, Fundations, fluency, etc. * Progress monitoring occurs every 20 days for those students in iii and once a week for those in Tier 2 * Must occur in small group ( 4-6 ) students * Should be fluid as students progress   **Monitoring**   * During the instructional blocks the teacher should be up monitoring at all times (e-mail and other teacher business only happens during non-student contact time) * Monitoring should occur during all parts of the lesson, not just at the end. * Monitoring techniques/checks for understanding must be used throughout the lesson (i.e. hand signals, whiteboards, turn and talks). Hand raising is the least effective strategy for monitoring student understanding * A system must be in place for monitoring standards mastery for each student (i.e. student notebooks, student tasks, assessment data, i-Ready, etc.) You should be able to articulate this system if asked * A system for tracking or keeping record of student mastery should be created |

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