

MAKING WAVES ACADEMY

INSTRUCTOR'S PLAYBOOK



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Mission & Vision

Mission

Making Waves commits to rigorously and holistically preparing students to gain acceptance to and graduate from college to ultimately become valuable contributors to the workforce and their communities.

Vision

- Address the disparity in educational opportunity that exists between suburban and urban youths.
- 70% of our students will earn an appropriately challenging post-secondary degree, graduating with minimal college debt.



Instructional Focus

Wave-Makers will experience welcoming, safe, engaging classroom routines which provide multiple points of entry to learning, including daily opportunities to read, write, listen, speak, and reset. Students will develop social-emotional skills across all disciplines and develop the communication and critical thinking skills that support college and career exploration.



Purpose

Instructional Playbook has been developed to ensure all teachers have a guide to understanding the school's expectations for instruction in all classrooms. It also serves as a support and identifies the school instructional priorities. This guide is aligned with the evaluation rubric.



Critical Components of Educational Equality

Access—Access refers to physical and institutional access to learning facilities, resources, and standards-aligned curricular programs to ensure every student is provided an equal opportunity to participate in all aspects of the educational process.

Instruction—Instruction involves the use of instructional materials portraying positive and relevant images & varying perspectives of diverse groups as well as a solid commitment to an equitable approach to teaching and learning through:

Selected Strategies

- *Learning and Teaching Styles - A teacher's goal should be to explore various teaching styles to meet the needs of individual students and to further the learning of the class as a whole.*
- *Incorporate hands-on learning, a method that appeals to almost all students.*
- *Confronting Bias and Stereotypes in the Classroom - Teachers cannot control all of the messages students receive, but they can confront bias and stereotyping in their schools and classrooms.*
- *Fostering respect for diversity - Teachers in multicultural classrooms can take advantage of the diversity of their students to enrich their learning experiences.*

Materials—Such as textbooks, audiovisual aids, and supplemental lessons should be screened to minimize – if not eliminate – bias in terms of content, graphics, pictures and language.

Assessment —Ensuring equity and excellence in school settings requires the use of assessments that account for variances in student learning styles and cultural backgrounds which are effectively aligned with school curricula, instruction, and performance targets.

Beliefs—Beliefs not only mold a school's educational environment but can also directly impact students' lives. Biased or prejudiced attitudes may be unintentional but can nevertheless result in discriminatory behavior that hinders student performance.

Engagement—Engagement is perhaps the most significant influence on self-esteem & motivation and can have a profound effect on a student's enthusiasm and ability to learn. Interactions are shaped by attitudes that often mask a tendency to relate to students differently depending on race, gender, ethnicity, ability, or other factors.

Language—Bias in language is a subtle but powerful influence in creating or reinforcing prejudicial attitudes and perspectives.



OBJECTIVES

Purpose of Objectives:

- By knowing where you intend to go, the chances of you and the learner getting there are increased.
- Guides the teacher relative to the planning of instruction, delivery of instruction and evaluation of student achievement
- Guides the learner and helps him/her focus and set priorities.
- Allows for analysis of the levels of teaching and learning.

What will I teach? Why will I teach it? How will I know my students have learned it?

- Has language directly from objective or student-friendly language correlated to objective.
- States specifically what the child will do in class to demonstrate they are proficient in learning objectives.
- Statement to the student on what they must accomplish accurately to show they have mastered the objective of the day.

Sample Learning Objectives:

- ★ Today I will explore the division concept of sharing equally so I can generate a model to solve problems. I will know I got it when I can complete the 4 problems correctly.
- ★ Today we will use fraction strips so we can evaluate equivalent fractions. We will show our understanding by forming a list of equivalent fractions in our journals and evaluating them.
- ★ Today I will read about the Southwest region so that I can explore the economy and history of this region. I will know I got it when I can answer questions using evidence from the text.
- ★ Today I am using primary sources for research so that I can become a more effective researcher.
- ★ I'll know I got it when I can answer at least three "Chalk Talk" questions and respond to Mrs. Caba's post in Blackboard.
- ★ Today we are solving real world situations involving surface area and volume, so that we can expand our knowledge on surface area and volume formulas. We are successful when we apply the formulas correctly to produce logical solutions.
- ★ Today we will work on our graphic design elements so that we can incorporate positive space (painting) with negative space (background). I will know I am successful when ... Students add their own goal (e.g. get a good grade, can see/explain, my explanation matches my work).



DO NOW

Purpose of the Do Now:

- Settle the class
- Provide meaningful *thinking and learning*
- Less wasted time and more student engagement
- Surface prior knowledge
- Stimulate strategy and eagerness
- Encourage students to work independently and collaboratively

What makes a good Do Now?

- The Do Now is visible, on the board, the screen
- Should be able to be completed without any instructor direction or classmate discussion
- The task should only take 5 to 10 minutes
- The “do now” activities require a written portion.
- The “do now” activities are content related; either a precursor to the day’s lesson or a review of a previous class.

A ‘Do Now’ is a quick, independent or collaborative activity that typically involves no (or minimal) guidance from the teacher. A ‘Do Now’ works best if it is an established classroom routine as it signals to students that it is time to learn. *Do Now* activities are simple and quick activities that students can do. It is either done independently or collaboratively with other students. These activities usually do not involve any guidance from the teacher.

According to Teach Like a Champion’s “**strong classroom culture**” section, students should never have to ask themselves what they should be doing while in class. Also, students should never be able to claim in defense that they didn’t know what they were supposed to do.

Sample Do Nows (Link):

★ [Do Now #1](#)

- This is an example of a teacher using the Do Now to **reinforce a wide array of skills** the class has mastered over the course of the year in math. The goal here is to keep those skills ‘alive and kicking.’ (Often students initially master skills only to forget them when they stop using them so this kind of shuffle practice can be helpful.

★ [Do Now #2](#)

- This Do Now emphasizes **critical thinking** a bit more than the straightforward review in the previous example. It’s also more open-ended. This emphasizes student writing but also makes about twice as long to complete. And review—meaning more choices about what to review—and score.



★ [Do Now #3](#)

- This Do Now is forward-looking. Rather than reviewing previously mastered skills, it's designed to ***anticipate the discussion in the coming lesson and build context and insight***. It includes a block of text for reading and both multiple choice and open response questions. My guess, given the density and challenge of the text, is that it took more than the usual five minutes to complete. If you were inclined to be a little more cautious in this regard you might give students just the first paragraph in the Do Now and the rest in the heart of the lesson.

★ [Do Now #4](#)

- This Do Now is a "**reading check**" on Elie Wiesel's Night, then using it to ***make sure students have done the reading in preparation for class***. It's less common for teachers to use the Do Now in this way but if you have a vibrant culture it can be done. It certainly makes sure that you are set up for a successful lesson to create a strong incentive for doing the reading. Interesting to note that even on a quiz there's still a challenge question for those who want to push themselves. There's also a task for when students are done.



Exit Ticket/Formative Assessments

Purpose of the Exit Ticket / Formative Assessments:

- To document student learning, check for understanding, or emphasize the main points of a lesson.
- Provides a way to determine how or when to differentiate, modify, or reteach a lesson.
- To provide immediate feedback
- Monitor student progress and will help to identify and address gaps in learning.
- To determine the level of knowledge students have about a particular subject prior to starting the lesson or unit.

What are the types of Exit Ticket or Formative Assessment?

- To **assess** what pupils have understood from the current day's lesson;
- As valuable **feedback** to the instructor about the class;
- To **guide** teachers' instruction in future lessons;
- To divide the class into groups, according to students' **understanding**;
- To **improve** students' attention in class;
- To identify where the **gaps** in knowledge exist?
- To challenge the pupils through a single question asking them to **apply** what they have learned in the lesson.

Exit Tickets or "Tickets to leave" are a formative assessment tool offering an effective way to end a class. Teachers may use exit tickets to assess students' understanding of the topics they are teaching in class. These are the tools that can be used weekly or daily, according to the student's needs or according to the material being taught. The most effective and carefully-designed exit tickets can show whether learners have an in-depth or superficial understanding of the topic. The very next day, teachers may use this data to modify instruction to fulfill students' needs.

Sample Exit Tickets

- ★ Write three words with the long "o" sound
- ★ Why are the North and South Pole so cold?
- ★ Read this problem, and tell me what your first step would be in solving it.
- ★ Write/ask one question about today's content - something that has left you puzzled.
- ★ Explain why Canada is not considered a melting pot
- ★ Draw a quick diagram that shows perspective
- ★ Of the 3 graphs we studied today, which one did you find most useful? Why?
- ★ Name one positive and one negative thing that happened during group work today
- ★ What questions do you still have about today's lecture?



Assertive Monitoring

Purpose of the Assertive Monitoring:

- A more focused, strategic example of Active Monitoring, Aggressive Monitoring, can be highly effective in catching student misunderstandings and ensuring student mastery prior to the actual assessment.
- Yields many students who have feedback on their work and a data sample of the successes and struggles of your pupils within the context of the task;
- Actively approaching every single student in class in order to receive and give immediate feedback using '[I DO-WE DO-YOU DO](#)'
- Limits off-task behavior, due to space, check-ins and addressing misconceptions quickly

What does Assertive Monitoring NOT Look Like?

- An instructor sitting behind their desk
- An instructor that remains in the front of the room or does not circulate
- An instructor that circulates but provides no feedback to students
- An instructor that circulates and provides vague feedback to students

Analogy

In his book, [Get Better Faster](#), Paul Bambrick-Santoyo gives the following analogy:

One of the biggest differences between a teacher with strong results and one without (assuming both are starting with a quality lesson plan) is what the teacher does during independent practice.

Imagine attending a **cooking class** at your local community center. Would you prefer the chef to be walking around to see how you're doing or to be just standing in front as you try out his or her recipe? The traditional model of standing in front of the room monitoring only for behavioral responsiveness is extremely limited in value. Monitoring each student and delivering feedback changes the game.

...the teacher's five hours of grading papers in the evening may help them [students] learn, but it won't do so nearly as quickly as a few seconds of feedback will be delivered while students are in the act of writing.



Direct Vocabulary Instruction

Purpose of Direct Vocabulary Instruction:

- Supports reading fluency, comprehension, and access to content
- Deepens conceptual knowledge
- Supports both oral and written expression

What makes good Direct Vocabulary Instruction?

- Vocabulary is chosen in connection to deepest level of mastery/meaning
- Target vocabulary is transferable: Students will encounter these words across content areas, or in a variety of different classes/subjects
- Vocabulary activities support students in creating their own meaning
- Vocabulary activities connect target words to target conceptual knowledge
- Words from previous lessons/unit are connected to target vocabulary
- Formative/Summative assessments include target vocabulary to track acquisition

How to Choose Target Vocabulary

- ★ **First, check your curriculum:** Often, key terms are listed in unit and lesson guides.
 - Keep it focused: Aim for 2-3 high leverage words per lesson. If a particular strategy requires more than three words, pull from previous lessons or units when possible.
- ★ If there are no vocabulary word designed for the lesson:
 - Use a [vocabulary profiler](#) (especially effective when supplementing/adding texts to lessons).
 - Use an [academic word list](#), ensuring the words you pick are connected to lesson content.

Sample Direct Vocabulary Instruction Strategies

- ★ **Leverage the Curriculum:** Find where direct vocabulary instruction is present in curricular materials, and ensure activities are consistently implemented with fidelity during instruction, as outlined in WAAGs and Pacing Guides.
- ★ **[Frayer Model](#):** Similar to a vocabulary log, the Frayer Model encourages students to go beyond defining vocabulary, and connect words to larger contexts through defining terms, examining examples and non-examples, and other characteristics. This strategy can be easily applied and adapted to a variety of topics and content areas.
- ★ **[3X3 Vocabulary](#):** This activity supports concept mapping by having students group words, ideas, and concepts, and combine them together in different sentences. This strategy can be easily applied and adapted to a variety of topics and content areas.
- ★ **[Word Webs](#):** This strategy uses diagramming to show how one word may be linked to several other groups of words, and encourages concept mapping.



Non-Examples of Direct Vocabulary Instruction

- ★ Asking, “Does anybody know what ____ means?”
- ★ Having students “look it up” in a typical dictionary/glossary, then copy it
- ★ Having students use the word in a sentence after copying/looking up a word.
- ★ Activities that do not require deep processing (word searches, fill-in-the-blank)
- ★ Telling students to “use context clues” as a *first or only strategy*; Asking students to guess the meaning of the word.
- ★ Passive reading as a primary strategy (SSR)



Culture Playbook



Assigned Student Seats

Purpose of the *Assigned Student Seats/Seating Charts*:

- Students can potentially meet new people and instructors can watch new friendships blossom.
- Discourages disrupted behavior and groups of students being off-task
- Prevent classroom disturbances and issues between students
- Allows for the teacher to get to know student's names quickly
- Helpful for substitutes and others staff when searching for students

Things to Note

- Students that have hearing or vision impairments, should be closer to the board or instructor
- Seats may need to be re-assigned, but not often
- PowerTeacher allows for instructors to set up the seating chart, which will be paramount for a substitute

Sample Seating Chart in PowerSchool

Seating Chart: Secondary Mathematics 1 Block - 2(A) 6(A)

Seating Chart: Homeroom - 1(A)



Classroom Expectations

Purpose of the Classroom Expectations:

- Establishing, teaching, and enforcing expectations can reduce instances of problem behavior.
- Provide students with guidelines for appropriate scholarly behavior.
- Creating clear boundaries and steady routines help students understand what is expected of them throughout each school day.
- By instituting consistent and reliable classroom expectations and routines, an instructor can maximize student success through academic and behavioral achievement.

Things to Note

- Expectations Are Simple, Easy to Understand, Age-Appropriate, and Enforceable
- Expectations provide the basis for maintaining a safe and effective learning environment. In addition, research has demonstrated that establishing, teaching, and enforcing expectations can reduce instances of problem behavior.
- Giving students the opportunity to participate in establishing the set of expectations they will be required to adhere to is an essential part of this process, as it will aid in building buy-in and make it more likely that students will practice each behavior appropriately.
- Classroom expectations should be stated positively. This gives the teacher a set of observable behaviors to reinforce. It is important that classroom expectations are stated clearly to minimize ambiguity.

Sample Classroom Expectations

Common behavior expectations:	Common academic expectations:
<ul style="list-style-type: none"> ★ Raise a quiet hand ★ Use appropriate language ★ Keep hands and feet to self 	<ul style="list-style-type: none"> ★ Track with your finger ★ Make corrections as you go ★ Answer on signal



Class Agenda

Purpose of the Class Agenda:

- Agendas prepare students for what is to come and can ease anxiety and help them focus.
- Allows students to remain on-task, as they are aware of the agenda for the class
- The agenda helps in achieving the objectives of the session. As objectives are discussed, the agenda provides the plan on how they will be achieved.
- The agenda helps with organization of the session and guides both the instructor and students through what needs to be covered during the session.
- The agenda serves as a communication tool between the instructor and the student. Students visually see what the plan of the class is and know that the instructor has a plan.
- An agenda is a simple and reliable way for students to anticipate and prepare for the class session. When students read your agenda and then after it's reviewed, they'll know what materials they will need for the class session whether it be note-taking, or their laptops, or papers from homework or previous sessions.

Things to Note

- Utilize [Bloom's taxonomy](#) verbs in your agenda (i.e. discuss, review, create, etc.)
- It helps the instructor stay on task and focused on the tasks at hand, as well as a reference point.
- This also makes the students feel secure knowing that their instructor has planned ahead and is prepared to teach with a schedule in mind.
- An agenda is simply a list of tasks that will be carried out during that class session in chronological order.

Sample Class Agenda

<p><i>agenda</i></p> <ol style="list-style-type: none"> 1. Bell-Ringer 2. "The Masque of the Red Death" ESCAPE ROOM 3. Exit Ticket: Theme 	<p><i>learning goals</i></p> <ul style="list-style-type: none"> • Analyze the effect of author's choices. • Analyze allegory & theme. <p><i>reminders</i></p> <p>Your unit test is on FRIDAY. Make sure you understand the effect of Poe's choices.</p>		<p><i>TEACHING from the TRENCH</i></p> <ol style="list-style-type: none"> 1. We will begin class with a quick grammar lesson linked here and here 2. Then we are going to watch the video "The Water of Life" 3. While you watch, answer the questions on your worksheet 4. If we have time we will talk about the questions after the video 5. At the end of class, put your sheet in the Turn-It-In Bin
<p><i>bell ringer</i></p> <p>Sit with your teams, and briefly review the story before we begin! Be ready!</p>			



Entry Routine

Purpose of the *Entry Routine*:

- Designed to help students transition from one lesson to the next, usually from outside of the classroom.
- Entry routines facilitate classes beginning on a positive note and provide an opportunity for students to develop a learning frame of mind which enables them to focus their attention and energy on the next activity or class.
- It is about making a habit out of what's efficient, productive, and scholarly after the greeting and as the students take their seats and class begins
- They can bolster classroom community, students' self-esteem, productive social collaboration, and student attitudes and behavior toward school.

What makes a good Entry Routine?

- Entry routines* are short, fun activities that encourage a sense of belonging and recognition and promote positive transitions from home to school and between activities or classes.
- The routine should be introduced, demonstrated, modeled and practiced so that each student can fully participate. |
- Entry routines occur at the opening of school, as the class transitions from one curricular area to another and/or at any point during the school day that a new class or group comes together.

Designing a Routine

Task: Follow the steps to design an entry routine for your classroom –

1. **Entry Routine:**

- a. How will you hand out books/ pens/ equipment?
- b. Where will students put their bags/ coats?
- c. What will students do as soon as they enter?

2. **Threshold:**

- a) Where will you greet students?
- b) What will you say to them as they enter, and how do you expect them to reply?
- c) How will you ensure that high expectations are set and maintained?

3. **Do It Again:**

- a) What routines will you focus on?
- b) How will you run practice sessions so that students are motivated to perform?

4. **Slant**

- a) How will you use this technique?
- b) What elements of it will you focus on in particular, and which do you think will be most useful?
- c) How will you teach this technique?



Classroom Management System

Purpose of a Classroom Management System:

- Builds Community
- Engages ALL Students
- Creates safety
- Creates equity for all students

What makes a good Classroom Management System?

- Clear, concise and consistent
- Alignment language + consequences (positive and negative)
- Students are clear, parents are aware and the instructor is consistent
- At its highest performance, students will hold their peers accountable

Classroom management refers to actions that an instructor takes to create and maintain a learning environment that is conducive to successful instruction.

These actions include decisions about:

- Communication
- Structure & Organization
- Support students by managing their expectations and behaviors

Unification of schoolwide and classroom norms are the foundation for respectful behavior among all in the school community. Norms that simply hang on a poster in the classroom or teacher's room will not create a positive school culture; they need to be discussed and used DAILY to guide interactions and behavior.

Resources

- MTSS Onboarding Presentation - [Classroom Management](#)
- REPS Relaunch - [Presentation](#)



Resources

Mindsets About Learning

Beliefs About Students

I believe each child can achieve at high levels. It is my job to bring out each child's best, even when... especially when... students have self-doubt or act out or shut down, etc. It is my job to multiply my effectiveness in motivating students to learn.

Mindsets About My Role as an Educator

- I focus on equity. Students get what they need to succeed. I identify and address inequities.
- examine my own impact on student learning. I collaboratively, openly and honestly identify effective and ineffective instructional strategies, curricular materials, assessments, etc.
- I see assessments as informing my impact and next steps.
- I focus on what is within my control and within my sphere of influence.
- I believe in my own agency, in my ability to make a positive impact on student outcomes.
- I facilitate student learning first and foremost. I teach content secondarily.
- I am a teacher, *and* in the classroom, I am a mentor, advisor, coach, and cheerleader... cultivating positive relationships and demonstrating care for children.
- I see the power in data-driven inquiry cycles and follow data-driven protocols (e.g. when looking at student work), and when piloting programs/curriculum/systems.
- I am empowered to work in partnership with colleagues to conduct intentional experiments to analyze the effectiveness of practices, strategies, texts, assessments, curriculum, etc. When something fails or is shown to be ineffective, this is seen as a *learning opportunity*, not a black mark on anyone.
- It is a sign of strength to be open and honest about the challenges I face within and across professional practices. I am transparent about my problems of practice and my common challenges, partnering with colleagues to strategically consider solutions.
- I am sensitive to the impact trauma has on students in my classroom, and I take action to support students, cultivating positive relationships with each student.
- I understand my need to be culturally competent and to proactively cultivate a classroom culture where each child feels positively connected to the curriculum, to all other students and to teachers.
- I believe in educating the whole child, recognizing that our students need social, emotional, physical and psychological safety in order to access curriculum and engage in learning.



- I teach social-emotional learning across classrooms, building the students' capacities for collaboration, self-awareness, empathy, etc.
- I send the message: "This is important. You can do it. I am not going to give up on you even if you give up on yourself"

HOW TO ESTABLISH MINDSETS THAT PROMOTE LEARNING	
Decrease	Increase
<ul style="list-style-type: none"> ● Teacher talk. 	<ul style="list-style-type: none"> ● Student talk. ● I periodically time the amount of student talk and teacher talk in my classroom in order to assess my effectiveness in promoting student discourse.
<ul style="list-style-type: none"> ● Having the first contact home be about something negative. 	<ul style="list-style-type: none"> ● Proactive communicating to individual parents / guardians celebrating good news about each student (e.g. postcards home).
<ul style="list-style-type: none"> ● Lack of clarity for students about their academic goals and the steps they need to take to achieve them. 	<ul style="list-style-type: none"> ● Classroom data walls where each child can see his/her academic goals and progress.
<p>Fixed Mindset</p> <ul style="list-style-type: none"> ● "That's a mistake." ● "I can't." ● An absence of growth mindset language on the walls. ● Misconception: Growth mindset is all about the students' effort and optimism. (This is an oversimplification.) 	<p>Growth Mindset</p> <ul style="list-style-type: none"> ● "That's an opportunity to take." ● "I can't YET." ● Growth mindset language on the walls. ● Reality: Growth mindset is about teaching students to develop new learning strategies, to attribute success to effort, and about teachers adapting effective classroom practices.



<p>Trauma Insensitivity</p> <ul style="list-style-type: none"> ● Punishment – discipline that’s not connected to the incident (e.g. no recess today). ● Taking student misbehavior personally and blaming the student for breaking rules. ● Acting disrespectfully to a student who has misbehaved (taking the low road). 	<p>Trauma Sensitivity</p> <ul style="list-style-type: none"> ● Consequence – a response that’s directly related to the incident (e.g. restorative justice; community service; mediation). ● Taking student misbehavior as a form of communication and as an opportunity to consider antecedent behaviors, to reconsider professional strategies to support the student, and to double efforts to express unconditional care for the student. ● Acting respectfully with a student who has misbehaved (taking the high road).
<p>Meeting with Colleagues</p> <ul style="list-style-type: none"> ● Vent and gripe sessions. ● Lack of goals. ● Lack of norms and agreements on how to collaborate 	<p>Teaming with Colleagues</p> <ul style="list-style-type: none"> ● Data-driven, goal-oriented, protocol-bounded, action sessions. ● Norms and agreements on how to collaborate.
<p>Not Optimizing Uses for Data</p> <ul style="list-style-type: none"> ● Examine data in the aggregate only. ● Average student’s grades. 	<p>Proficient Use of Data</p> <ul style="list-style-type: none"> ● Disaggregate multiple data points (e.g. common formative assessment results, student writing, student survey results) and analyze subgroups of students. ● While giving students multiple opportunities to demonstrate new skills and knowledge, ensure students receive credit for their most recent assessment results (no need to average in the initial low grades).



Instructional Strategies within Standards-Based Grading

The following list of classroom descriptors highlight key characteristics of effective strategies that ensure students have equitable access to standards-based content within a collaborative and student-centered environment.

<p>High Expectations for All Students</p> <p>There are high learning expectations for all students. All students participate, and their ideas are valued. The belief is evident among all in the classroom that effort, not innate ability, is the key to significant learning.</p>
<ul style="list-style-type: none"> <input type="checkbox"/> All students are expected to become proficient in the standard(s) addressed in the lesson. <input type="checkbox"/> Students with special needs are supported as appropriate (e.g., as outlined in IEP). <input type="checkbox"/> All students, regardless of current knowledge, are provided entry into the lesson enabling learning. <input type="checkbox"/> Wait-time is used effectively to allow all students meaningful participation. <input type="checkbox"/> Students are provided with opportunities to experience achievement through the application of effective effort.
<p style="text-align: center;">Time Used Effectively and Purposefully</p>
<ul style="list-style-type: none"> <input type="checkbox"/> Students begin doing work soon after class begins. <input type="checkbox"/> Students follow classroom routines well enough that minimal time is spent on receiving directions. <input type="checkbox"/> Minimal time is spent on organizational details (attendance, distribution of supplies, etc.). <input type="checkbox"/> Time spent on homework supports the lesson. <input type="checkbox"/> The majority of class time is spent developing new knowledge. <input type="checkbox"/> More student time is spent actively engaging in learning than passively receiving instruction. <input type="checkbox"/> Sufficient time is allotted to conclude the lesson in a meaningful, appropriate way.
<p>Multiple Grouping Strategies</p> <p>Multiple grouping strategies are used to achieve the learning that is the object of the lesson (e.g., individual, small groups, whole class, teacher-student).</p>
<p>Possible grouping configurations:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Part of the lesson involves the entire class. <input type="checkbox"/> Part of the lesson involves small groups. <input type="checkbox"/> Part of the lesson involves students working in pairs. <input type="checkbox"/> Part of the lesson involves students working individually.



- Each configuration and composition of groups is appropriate for the task to be accomplished.
- There are clear guidelines and expectations for group work.
- All groups are supported as they extend their ability to learn and do the work.

Safe Environment

It is clear that the students appear to feel safe and are willing to take risks.

- Positive, respectful relationships are evident within the classroom (teacher – student, student – student).
- Expectations about supportive learning relationships are explicit.
- All communication within the classroom is respectful and appropriate.
- The dynamics of the classroom support risk-taking discourse, in which students question and contribute and collaborate throughout the lesson.

Physical Organization

The appearance and physical organization of the classroom contribute to a positive learning environment.

- Student work is displayed demonstrating writing and problem solving related to the standards.
- The space is physically arranged as an efficient, functional environment.
- The desk/table arrangement allows for teacher mobility/accessibility.
- The desk/table arrangement allows for a variety of activities.
- The climate of the room (temperature, air quality, light, cleanliness) is conducive to education.

Students' Prior Knowledge

Students' prior knowledge is incorporated as new concepts are introduced. When students raise comments, questions, and/or concerns, their perspectives are acknowledged and either redirected or affirmed, linking existing knowledge to new knowledge gained within the lesson

- The lesson requires students to draw upon their existing knowledge.
- Students draw on their existing knowledge and their experience of the world around them to inform their learning.
- Students are given time and opportunity to express their understandings and ideas, which are discussed respectfully and used to scaffold learning.
- Connections are explicitly made between students' prior mathematical knowledge and the new ideas being introduced in the lesson.

Student Misconceptions

Student misconceptions are anticipated/identified and addressed

- As misconceptions are identified, students are respectfully redirected to develop accurate thinking and understanding.



- Students are provided opportunities to identify and correct their own misconceptions through exploration and discussion.
- Students respectfully correct each other's misconceptions

Multiple Forms of Representation

Classroom strategies incorporate multiple forms of representation (e.g., pictures, words, symbols, diagrams, tables, graphs)

- Content is expressed in multiple ways (e.g., pictures, words, symbols, diagrams, tables, graphs).
- Opportunities are provided for students to understand that various representations may all express the same concept.
- Students use multiple representations as they develop and explain ideas.

Student Ownership of Learning

Students are engaged in and responsible for their own learning, examining their results with directive feedback that enables revision and improvement

- Students take initiative to develop and further their own learning.
- Students receive information (from teacher or other students) that helps them understand their level of mastery
- regarding the standard(s).
- Students receive direct feedback to explicitly guide continuous progress toward mastery of the standard(s).
- Students are given opportunities to revise their work.



Checks for Understanding:

Key Assessment for Learning Techniques

When we check all students' levels of understanding throughout each lesson, it sets the tone that everyone's thinking is important and necessary, and we forward the learning and engagement of all. Some techniques are too time-consuming to use as quick pulse checks, but using these key techniques together in all lessons allows us to track learning and adapt instruction appropriately on the spot.

Whiteboards:

Students have small white boards at their desks or tables and write their ideas/thinking/answers down and hold up their boards for teacher and/or peer scanning.

Admit and Exit Tickets:

Any relevant questions, prompts, or graphic displays of student thinking can be captured on a small sheet of paper and scanned by the teacher or other students to determine a student's readiness for the next step or assess learning from a lesson. Teachers may use admit slips as a "ticket to enter" a discussion, protocol or activity. These may also be used as "tickets to leave."

Presentation Quizzes:

Whenever peers present, other students may think they are not responsible for the information. Pair student presentations and sharing with short quizzes at the end of class.

Journals:

Journal writing supports student understanding and provides opportunities to practice reading and writing strategies. Sample page headings: What I know/How I know it; I saw/heard/read in the text (evidence); I thought/wondered (understanding); What the text says/What I say; Facts/questions/responses; Questions I have/New interesting vocabulary.

Graphic Organizers:

Tools for organizing student thinking. Graphic organizers increase comprehension and provide visual reference to review important information or organize ideas.

Word Walls:

Word walls can display student work related to vocabulary "see it-say it-write it-show it." Visual representation of target vocabulary words and concepts with pictures and student friendly definitions.

Reciprocal Teaching Strategies:

Strategies that students use to support themselves and one another when reading. Focus on important metacognitive strategies: predict- question-clarify-summarize.



Sentence Starters:

List of sentence stems or starters to scaffold speaking and writing activities.

Anticipation Guide:

Sets purpose for reading and provides opportunities for discussion. Requires students to support their opinions with evidence from the text. Prepare 4 or 5 statements that relate to the key concepts of the text. Statements should require some thought before students can agree or disagree. Students read each statement and mark their opinion (agree or disagree). Then students can discuss with others. Students read text to confirm or adjust their opinions, based on what the author states.



INDICATORS

<i>Feedback Loops</i>	<i>Scaffolding</i>	<i>Building on Student Responses</i>	<i>Encouragement & Affirmation</i>
<input type="checkbox"/> Back and forth exchanges <input type="checkbox"/> Persistence <input type="checkbox"/> Follow-up questions	<input type="checkbox"/> Assistance <input type="checkbox"/> Hints <input type="checkbox"/> Prompting completion and thought processes	<input type="checkbox"/> Expansion <input type="checkbox"/> Clarification <input type="checkbox"/> Specific feedback	<input type="checkbox"/> Recognition and affirmation of effort <input type="checkbox"/> Encouragement of persistence

What is it?

Rather than simply focusing on one correct answer, **effective feedback** occurs when a teacher or student clarifies and builds on student responses or when students engage in sustained feedback loops. Students learn best when they are consistently given feedback that expands their knowledge and builds on their understanding. The goal of this feedback is to push students' learning.

Why is it important?

Effective feedback encourages students' persistence in difficult tasks and participation in classroom activities so that they can get the most out of activities. Providing assistance or hints for students as they engage in learning activities enables them to perform at a higher level and sustain their attention. Students benefit from information, assistance and encouragement that help them complete tasks on their own. This builds their confidence, motivates them to try new things and helps them persist when confronted with new academic challenges.

How can I provide effective feedback in my classroom?

- Engage students in frequent feedback loops—ask a series of follow-up questions.
- Scaffold learning.
- Ask students to explain their thinking.
- Take time to expand on and clarify responses.
- Offer specific recognition of accomplishments beyond saying, “Nice job” or “Good work.”
- Encourage students to persist in their work.



