



CCPS FRAMEWORK FOR HIGH PERFORMANCE

References: GADOE Standards-Based Framework and Dr. Bill Daggett's Rigor and Relevance Framework


COMPONENTS OF AN EFFECTIVE LESSON

Setting the Stage for Learning	TKES 1, 2, 3, 7	Preparation for Student Application	TKES 1, 2, 3, 4, 5
<p>Teacher Behaviors</p> <ul style="list-style-type: none"> Actively engages the students; gains all students' attention Introduces standard(s), learning target(s), and success criteria Builds students' conceptual understanding and/or knowledge and skills Models problem-solving and comprehension strategies (use of think alouds, demonstrations, experiments, etc.) Asks strategic questions to promote critical thinking <p>Student Behaviors</p> <ul style="list-style-type: none"> Accesses prior knowledge and makes connections Engages in note-taking technique/strategy Participates in classroom discussions; investigates and analyzes thinking Asks thought-provoking and/or clarifying questions 		<p>Teacher Behaviors</p> <ul style="list-style-type: none"> Provides guided student practice Uses strategic questioning techniques to check understanding and to encourage critical thinking Engages students in discipline-specific discussions Introduces organizing tools (or instructional resources) Revisits learning targets, success criteria and expectations for learning task(s) <p>Student Behaviors</p> <ul style="list-style-type: none"> Engages in guided practice Participates in academic discussions (peer-to-teacher; peer-to-peer) Prepares organizing tools or resources Asks thought-provoking and/or clarifying questions 	
Application of Learning	TKES 1, 2, 3, 4, 5, 6, 8	Reflection and Assessment of Learning	TKES 1, 2, 3, 5, 6
<p>Teacher Behaviors</p> <ul style="list-style-type: none"> Facilitates independent and/or small group work; scaffolds learning task(s) Purposefully assigns collaborative groups and differentiates tasks (as needed) Uses strategic questioning techniques to check understanding and to encourage critical thinking Allows students to engage in productive struggle, make mistakes, and engage in error analysis Monitors, assesses and documents student progress; explicitly clarifies misconceptions in student understanding Confers formally and informally with students and provides standards-based feedback <p>Student Behaviors</p> <ul style="list-style-type: none"> Engages in independent or collaborative learning Completes rigorous, conceptually-rich performance or learning tasks Demonstrates a command of the standards-based vocabulary Demonstrates proficiency on skills and concepts related to content standards Confers with teacher and receives and applies standards-based feedback 		<p>Teacher Behaviors</p> <ul style="list-style-type: none"> Formally or informally assesses student understanding Provides targeted, standards-based feedback to students Explicitly clarifies misconceptions in student understanding Summarizes and celebrates progress toward learning target and mastery of standard(s) Identifies next steps for instruction based on data analysis <p>Student Behaviors:</p> <ul style="list-style-type: none"> Shares, assesses, and justifies work using language of the standards Provides feedback to teacher on the day's learning (e.g. challenges, successes, etc.) Completes a brief assessment of learning (electronic/paper quiz, written response, ticket out of the door, etc.) Reflects and summarizes progress towards mastery of learning target/standard based on success criteria 	

HIGH-IMPACT PRACTICES FOR RIGOROUS INSTRUCTION FOR ALL

What is Thoughtful Work? (Evidence-Based Writing)	TKES 1, 2, 3, 4, 5, 8	What is Higher-Order Questioning? (Contributes to <i>Quad D</i> Moments)	TKES 1, 2, 3, 4, 5, 8	What are Academic Discussions? (Command of Content Vocabulary)	TKES 1, 2, 3, 4, 5, 8
<ul style="list-style-type: none"> All students demonstrate their understanding of a text (e.g. selection, illustration, graph, etc.) through the use of a Close-Reading Protocol. All students demonstrate their understanding of text-dependent question(s)/prompt(s) by unpacking and/or paraphrasing. All students demonstrate their understanding by producing a written response that includes a precise claim and relevant textual evidence with justification/reasoning. All students are required to use a writing rubric to assess and/or revise their response. 		<ul style="list-style-type: none"> All students are required to respond to questions that deepen their levels of thinking. All students fully explain and justify their thinking when responding to questions that demonstrate different levels of thinking, including questions that require analysis, synthesis, and evaluation of information. During the lesson, all students generate questions about content that demonstrate rigorous independent thinking. All students actively engage in both developing and responding to peer-generated rigorous questions with little guidance from the teachers. 		<ul style="list-style-type: none"> Lesson mostly structures discussion as independent peer-to-peer. The teacher facilitates and redirects the discussion as needed, while evaluating the quality. Students engage with peers in academic discussions focused on analysis, synthesis, and evaluation of content-driven topics, using academic language to express their thinking regarding the major concepts studied. Students support their ideas with concrete explanations and evidence, paraphrasing as appropriate, and build on or challenge the ideas of others. Students primarily drive the discussion, consistently adding value to the dialogue with their peers and teacher, and respecting the opinion and thoughts of both; the lesson shifts to dialogue rather than a Q&A session on the major concepts studied. 	

COLLABORATIVELY PLANNING FOR HIGH PERFORMANCE

WHAT TO CONSIDER DURING COLLABORATIVE PLANNING						STEPS FOR DECONSTRUCTING STANDARDS INTO CLEAR LEARNING TARGETS								
						<p>Step 1 → Perform a CLOSE READ of the standard.</p> <ul style="list-style-type: none"> ✓ What is the overall significance or intent of the standard? What are the Big Ideas? ✓ What prior knowledge is needed to access the standard? ✓ What level of thinking is required to demonstrate mastery of the standard? ✓ How does this standard relate to future learning in the content area? ✓ What <i>relevant</i> connections can be made while teaching this standard? 								
<p>Analyze data to determine the specific learning needs of all students.</p>	<p>Determine the appropriate pacing and sequencing of learning objectives based on knowledge of power standards, student readiness, and content-specific trend data.</p>	<p>Identify and/or design formative assessments to monitor and measure student learning throughout daily lessons and/or the unit.</p>	<p>Select a variety of resources that align to the standard, student interest, students' learning needs, and the selected teaching strategies.</p>	<p>Select the most appropriate evidence-based practices that will help increase students' mastery of standards and their motivation.</p>	<p>Continue to deepen knowledge of standards and content. Use this knowledge to write clear, thoughtful learning targets that align to the standards and guide students toward mastery.</p>	<p>Step 2 → Determine the KEY VOCABULARY from the standards.</p> <ul style="list-style-type: none"> ✓ What vocabulary terms/phrases will need to be explicitly taught to students? Consider both tier II (academic words) and tier III (content-specific) words. ✓ What instructional strategy will be used to ensure students learn vocabulary in context? ✓ How will students demonstrate mastery of the vocabulary in the context of the content area? How and when will students be expected to use the vocabulary in context when speaking and writing? 								
<p style="text-align: center;">USE OF ASSESSMENT DATA TO INFORM INSTRUCTION</p>						<p style="text-align: center;">BEFORE – DURING – AFTER PLANNING CONSIDERATIONS</p>								
<p>(1) Determine Students' Overall Performance Levels</p> <p>What percent of (ALL) students demonstrated on or above proficiency vs. below proficiency? What were these percentages for each subgroup?</p>						<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33.33%; text-align: center;">Before</th> <th style="width: 33.33%; text-align: center;">During</th> <th style="width: 33.33%; text-align: center;">After</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> ✓ Determine the learning standards and learning targets of focus. ✓ Secure the appropriate reference materials for planning. ✓ Preview/read the content that will be taught to students (if applicable) and predetermine formative assessments. ✓ Determine the appropriate student data or student work to bring to planning that demonstrates students' level of learning of the standards taught. </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> ✓ Develop a common understanding of the standard(s). Solidify clear learning targets. ✓ Design/select learning tasks based on the standard and students' learning needs/interests. ✓ Determine the high-impact strategies and supports based on students' learning needs. ✓ Finalize the formative assessments that will be used for monitoring student learning during instruction. ✓ Determine what will be acceptable evidence of student mastery (success criteria). </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> ✓ Preview/read the content that will be taught. ✓ Secure the resources and materials for lesson delivery and assessments. ✓ Determine what resources students will need in their possession versus what can be displayed for the class. ✓ Determine the most appropriate delivery and learning models (e.g. whole group, small group, partners, individual, etc.). ✓ Collect student work to share and analyze with colleagues at the next planning session. </td> </tr> </tbody> </table>			Before	During	After	<ul style="list-style-type: none"> ✓ Determine the learning standards and learning targets of focus. ✓ Secure the appropriate reference materials for planning. ✓ Preview/read the content that will be taught to students (if applicable) and predetermine formative assessments. ✓ Determine the appropriate student data or student work to bring to planning that demonstrates students' level of learning of the standards taught. 	<ul style="list-style-type: none"> ✓ Develop a common understanding of the standard(s). Solidify clear learning targets. ✓ Design/select learning tasks based on the standard and students' learning needs/interests. ✓ Determine the high-impact strategies and supports based on students' learning needs. ✓ Finalize the formative assessments that will be used for monitoring student learning during instruction. ✓ Determine what will be acceptable evidence of student mastery (success criteria). 	<ul style="list-style-type: none"> ✓ Preview/read the content that will be taught. ✓ Secure the resources and materials for lesson delivery and assessments. ✓ Determine what resources students will need in their possession versus what can be displayed for the class. ✓ Determine the most appropriate delivery and learning models (e.g. whole group, small group, partners, individual, etc.). ✓ Collect student work to share and analyze with colleagues at the next planning session.
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<p>(2) Perform a Standards Analysis</p> <p>On which standard(s) did students perform more proficiently, and on which standards did they display the greatest deficits? Analyze this by class period and by subgroup.</p>														
<p>(3) Conduct a Student Analysis</p> <p>What factors may have contributed to individual student performance (e.g. access to the core, access to extended learning opportunities, absenteeism, etc.)? Are the most appropriate strategies (academic and/or behavioral) being used based on student performance? Are parents aware of student performance?</p>														
<p>(4) Conduct a Test in Hand Analysis</p> <p>How do the design and structure of the test question align or differ from how the questions and tasks are presented during instruction? Consider: question wording, DOK level, text complexity, distractors, etc.</p>														
<p>(5) Use the data to inform instruction</p> <p>How will students be informed of their performance and engaged in goal-setting and error analysis of missed questions? How will future lessons allot time for re-teaching or enrichment opportunities? What strategies and resources will be used to address students' learning needs? What formative assessment methods will be used to monitor and measure students' attainment of deficit areas?</p>														

