nbps
New Bedford Public Schools

The Instructional Guide

The Instructor's Companion 2.0

THE INSTRUCTIONAL GUIDE

GOAL 1: High Quality Instruction

Increase student achievement by strengthening teaching and learning

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GOAL 2: Effective Student Support Systems

Create an inclusive, culturally responsive learning environment

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GOAL 3: Strong Family/ Community Relationships

Empower families and the community through collaboration

****

GOAL 4: Organizational Team Excellence

Cultivate and recruit a highly-skilled workforce

****

NEW BEDFORD PUBLIC SCHOOLS

Task Predicts Performance

"What predicts performance is what students are actually doing...the instructional task is the actual work that students are asked to do during the process of instruction-not what teachers think they are asking students to do or what the official curriculum says that students are asked to do..." -Dr. Richard Elmore

VISION

Inspire excellence through challenging, creative, and culturally responsive experiences. Support all students on their individual journey by maximizing their potential.

MISSION

We are committed to developing lifelong learners of strong character and confidence in their unique aspirations who can navigate life with excellence, integrity and community pride on their voyage through graduation to successful futures.

INSTRUCTIONAL FOCUS

All New Bedford students will be communicators, collaborators, critical thinkers, creative problem solvers, confident individuals and compassionate community members.

BELIEFS

Our New Bedford community believes in developing compassionate, civic-minded individuals by fostering strong positive relationships between our students, staff, family and community; developing a safe, supportive, respectful school climate, and providing engaging, high quality teaching and learning for all students and staff.

Superintendent

Thomas Anderson

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INTRODUCTION

We recognize the complexity and importance of teaching in a school system which is focused on raising student achievement through continuous improvement and shared accountability. The *New Bedford Public Schools Instructional Guide* booklet incorporates a range of best practices and guiding thoughts around implementing effective instruction, including key components of educational equity and mindsets that promote learning. This guide is not intended to capture each school's instructional focus areas. Its intention is to capture district-wide, universal, effective instructional practices. There are also four foundational standards for teacher performance, based on the Massachusetts Educator Evaluation System, with performance criteria for how the standards are to be met.

Organizational Culture of Respect Statement

New Bedford Public Schools (NBPS) recognizes and values the role of all employees as contributors to a learning community that sets high standards of performance for staff and students.

We focus on continuous improvement through effective communication and meaningful involvement in the decision-making process. We are committed to providing a high-quality education to every student. We are committed to shared responsibility and a collaborative partnership, integrated into an organizational culture of respect. This culture is built on the belief that all employees, both school-based and non-school-based, are essential to a successful learning environment. We must sustain an organizational culture of respect by having all employees possess an awareness, understanding, and acceptance of others' cultures, viewpoints, interests, and backgrounds. This culture promotes a positive work environment that supports the success of each employee and high student achievement.

Equity and Cultural Competence

The commitment to foster an organizational culture of respect that is embedded throughout the school system is a priority for all stakeholders including the employee associations/unions, the School Committee, the Superintendent, and executive staff. Essential to this belief is the acknowledgment that there is strength in diversity. All employees are valued and vital to a successful teaching and learning community.

Therefore, NBPS commits to fostering an atmosphere that is positive and self-reflective and does the following:

- Respects the differences of cultures other than an individual's and the strength of cultural diversity and commonality.
- Cultivates understanding of and sensitivity to individual differences within various cultural groups.
- Eliminates stereotypes related to race, ethnicity, region, religion, gender, socioeconomic status, age, sexual orientation, disability and other factors.
- Believes that the inclusion of individuals with a wide range of experiences and backgrounds broadens and strengthens education and contributes to student achievement.
- Elevates understanding and knowledge of an individual's cultural identity as it influences a culturally proficient workplace.
- Promotes opportunities for impactful conversations about diversity and equity in a safe, bias-free environment.

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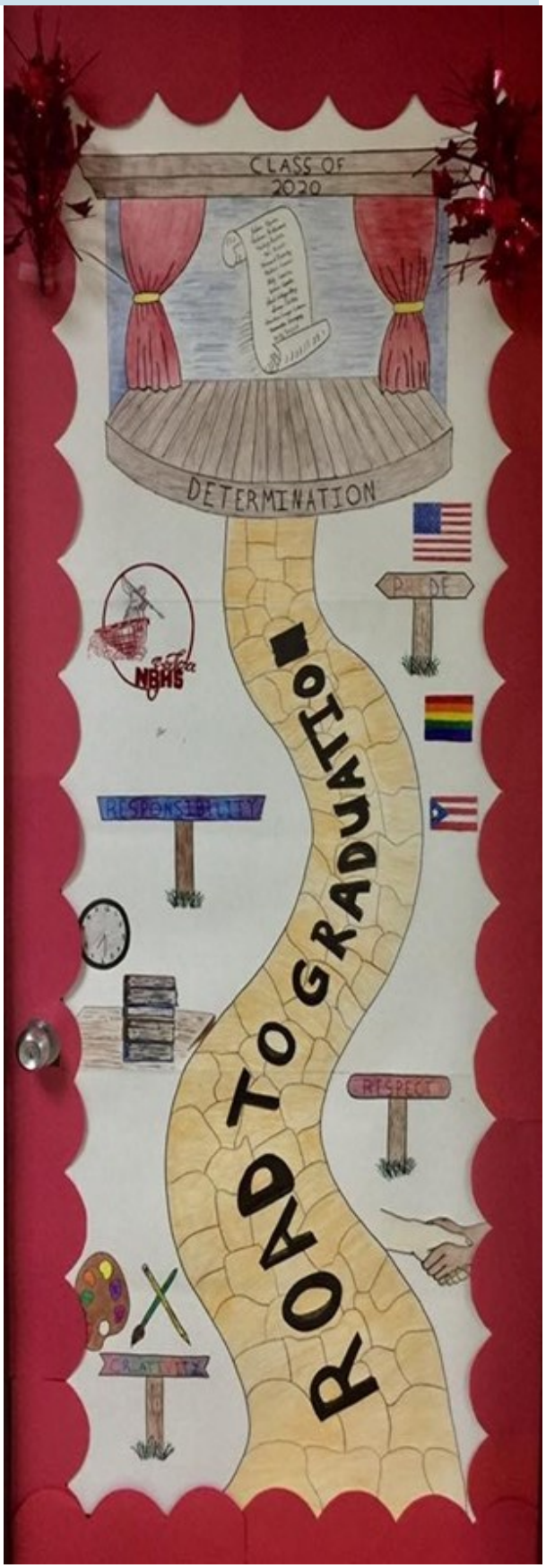


KEY COMPONENTS OF EDUCATIONAL EQUITY

Access **I**nstruction **M**aterials **A**ssessment **B**eliefs **E**ngagement **L**anguage

Access—Access refers to both physical and institutional access to learning facilities, resources, and curricular programs in order 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 images & varying perspectives of diverse groups as well as a strong 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 improvement goals.

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 greatest 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 which 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 attitude and perspectives.

Adapted from: Region X Equity Assistance Center at Education Northwest

PERFORMANCE STANDARDS

Performance Standards

Four performance standards aligned with the Massachusetts Educator Evaluator System act as the blueprint for teachers' expectations. These standards are used in the evaluation of all teachers.

http://www.doe.mass.edu/edeval/model/PartIII_AppxC.pdf

STANDARD I: Curriculum, Planning, and Assessment

The teacher promotes the learning and growth of all students by providing high-quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing student performance and growth data, using this data to improve instruction, providing students with constructive feedback on an ongoing basis, and continuously refining learning objectives.

STANDARD II: Teaching All Students

The teacher promotes the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency.

STANDARD III: Family and Community Engagement

The teacher promotes the learning and growth of all students through effective partnerships with families, caregivers, community members, and organizations.

STANDARD IV: Professional Culture

The teacher promotes the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice.

Each performance standard is clarified by performance criteria and descriptive examples of observable teaching behaviors.

MINDSETS ABOUT LEARNING

"Culture is a set of living relationships working toward a shared goal. It's not something you are. It's something you do"

(Daniel Coyle, The Culture Code)

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.
- I examine my own impact on student learning. I collaboratively, openly and honestly identify effective and ineffective instructional strategies, curricular materials, assessments, etc.
- I see assessment 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, cheerleader... cultivating positive relationships and demonstrating care for children.
- I see the power in data-driven inquiry cycles and follow data-driven protocols during BBSTs, EL cycle reviews, PLCs (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, then 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 children in my classroom, and I take actions to support students, cultivating positive relationships with each child.
- 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 children 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 messages: "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**
• Teacher talk.	• 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.
• Having the first contact home be about something negative.	• Proactive communicating to individual parents celebrating good news about each child (e.g. postcards home).
• Lack of clarity for students about their academic goals and the steps they need to take to achieve them.	• Classroom data walls where each child can see his/her academic goals and progress.
Fixed Mindset • "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.)	Growth Mindset • "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.
Trauma Insensitivity • 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).	Trauma Sensitivity • 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 child. • Acting respectfully with a student who has misbehaved (taking the high road).
Meeting with Colleagues • Vent sessions. • Lack of goals. • Lack of norms and agreements on how to collaborate	Teaming with Colleagues • Data-driven, goal-oriented, protocol-bounded, action sessions. • Norms and agreements on how to collaborate.
• Examine data in the aggregate only. • Average student's grades.	• 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).

WELL STRUCTURED LESSONS

Well-structured lessons are highly engaging lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping to attend to every student's needs.

Reference "The Skillful Teacher"

Chapter 15 – Curriculum Design, Chapter 16 – Objectives, Chapter 17 – Planning

Summary adapted from "The Skillful Teacher," by Saphier and Gower

OBJECTIVES guide and inform where the lesson is going. Clear learning experiences tell you what you are going to do to get there.

The Design of Curriculum tells you how to arrange objectives and learning experiences for a cumulative effect. Careful design of curriculum, from K-12 organization to each individual lesson, is key to effective instruction that leads to student learning.

A well-structured lesson is planned to include and align clear learning objectives, appropriate learning experiences, and meaningful formative assessment.

As a formula: OBJECTIVES + LEARNING EXPERIENCES + ASSESSMENT + DESIGN = CURRICULUM

Lesson objectives can be thought of at five different levels, all of which are important for learning and all of which should be considered in lesson planning:

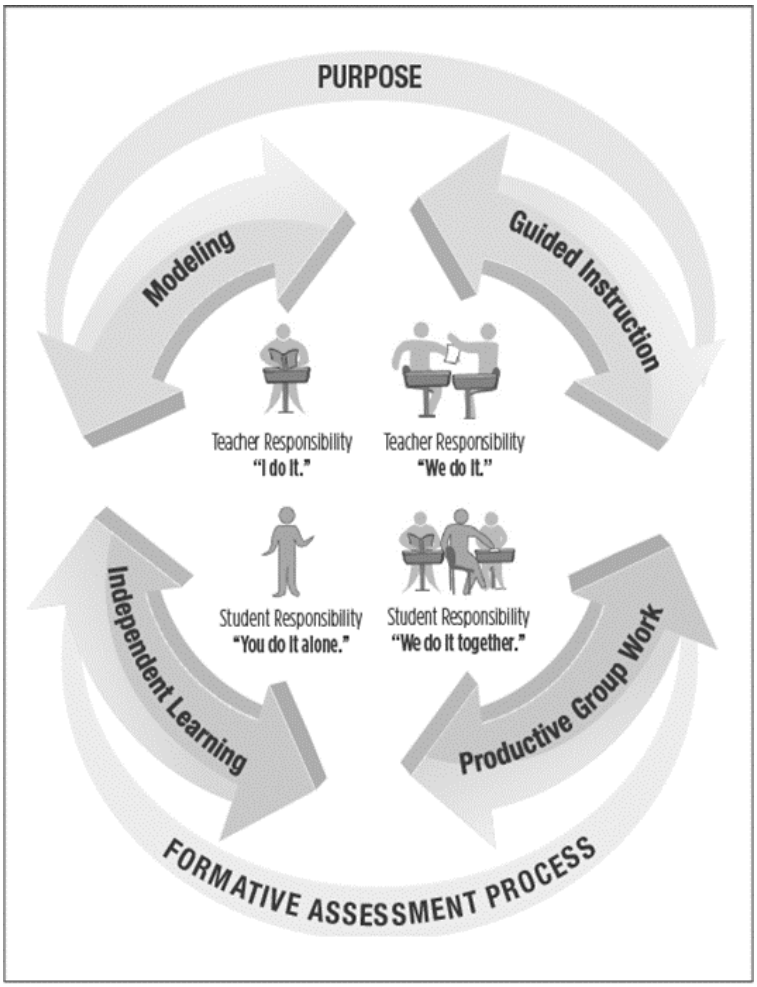
- Coverage, activities, student engagement strategies, learning objectives (what students will know or be able to do as a result of the lesson) and thinking objectives (what overarching thinking skills students will develop).

Learning experiences are the active behaviors of the students through which they will achieve the desired learning objectives.

A wide variety of factors influence the effectiveness of these activities, including alignment with curriculum maps, rigor and higher order thinking, attention to student engagement, and appropriate differentiation with regard to student readiness, UDL strategies, and WIDA strategies.

Finally, formative assessment built into the lesson provides feedback both to teacher and student about how well students are achieving the desired lesson goals, so that students can be redirected during the lesson.

GRADUAL RELEASE OF RESPONSIBILITY



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Teacher Modeling

The teacher models the behavior that will be expected of the students. The teacher also models and uses the same language that is expected of the students. The teacher uses "I" messages and draws attention to the adult "thinking out loud" process. The teacher may use exemplars that provide concrete examples of high quality products.

Guided Practice

The teacher steps back and solicits responses from students related to the modeled behavior. The teacher does not merely listen to each response, but reacts in such a way as to "guide" students in the acquisition of both the language of the task and an understanding of the process. To that end, the teacher may:

- Rephrase a question so as to clarify meaning.
- Prompt a student for a more detailed response.
- Provide students with words to say so as to give a deeper response.
- Ask other students to respond.

Independent Practice

The teacher designs an activity for the students to do independently so that they may have an opportunity to practice enactment of the skill and as a way for the teacher to assess understanding. While students are engaged in the independent work, the teacher may observe them and provide support as needed.

Processing of Independent Practice (debriefing)

The teacher gathers the students together and provides an opportunity for sharing of work. The teacher uses this time to refine understanding and make one or two important teaching points about the work. These teaching points may focus on: (a) problems observed by the teacher, (b) successes or (c) comments on the process.

LESSON TEMPLATE (sample)

All lesson plans, regardless of the template used should answer four guiding questions.

- **What do you want students to know and be able to do by the end of the lesson?**
- **How will you introduce and teach the concept, process, or skill to fulfill the learning objective?**
- **How will you know students learned what they needed to learn?**
- **What will you do if they don't meet the learning objective?**

Standard(s) Covered: 8.EE.C.7.a

Solve linear equations in one variable. Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form x = a, a = a, or a = b results (where a and b are different numbers).

Learning Objective:

Today I will isolate the variable by applying inverse operations **so that I can** solve one step equations for the unknown. **I will know I've mastered it** when I answer ¾ problems correctly on T.T.G. (ticket-to-go)

Engagement Activities	Formative Assessments
Activator- one step equations based on previous day's lesson [5 min] HW review – review of problems that students had most difficulty with (negative variable, variable as denominator) [5 min] Turn + Talk on how to solve 2 given equations [3 min] Notes with guided practice ("I do" / "We do". Includes think aloud on how to solve equations with negatives, etc. [12 min] Practice - "You do" [25 min] Tier 1 – Students solve problems on white boards. Students explain in small groups how they solved problems. Tier 2 – Students receive teacher support on solving given one step equations. Students use algebra tiles or tape diagrams to represent equations and solve problems. Extension problems Revisit objective for the day T.T.G. [5 min]	Assessing responses on Activator Questioning throughout Marker board practice – move groups to Tier 1 + 2 Afterwards TTG- P – 5 = 15 2. -7t = 49 -12=-24 – k –x / 7 = 13

Homework

1. P.O.W. – due Friday
2. Solving equations assignment

Content Vocabulary	Differentiated Strategies
*Inverse operations *Equivalent *Transformations *Variable *Reciprocal *Isolate *Equation	Assess for understanding during lesson. Decide who needs to be retaught Tier 2 instruction for those needing reteach + for those needing help with foundational skills Extensions for Tier 1- Describe and correct the error in solving the equation: -36 = x / 9 (1/9)(-36) = (1/9)(x/9)-4 = x Create a word problem that you can model with a one-step equation. Write the equation and solve. Explain each step in writing. Toucans and blue-and-yellow macaws are both tropical birds. The length of an average toucan is about 2/3 of the length of an average blue and yellow macaw. Toucans are about 24inches long. What's the length of an average blue-and-yellow macaw?

Question Generation

*How do you keep equations balanced? *How can I ensure that my solution is reasonable?

*Why do I have to perform the same operation to both sides of an equation?

*How can I represent a mathematical scenario with an equation?

LEARNING 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 objective.
- Statement to 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. Buerkett'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).*

INSTRUCTIONAL STRATEGIES

Within Standards-Based Classrooms

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.

For additional information about *content-specific* and *grade-level-specific* classroom descriptions, expectations and what-to-look-for guidance, visit MA DESE website: http://www.doe.mass.edu/frameworks/observation/

High Expectations for All Students

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.

- All students are expected to become proficient in the standard(s) addressed in the lesson.
- Students with special needs are supported as appropriate (e.g., as outlined in IEP).
- All students, regardless of current knowledge, are provided entry into the lesson enabling learning.
- Wait-time is used effectively to allow all students meaningful participation.
- Students are provided with opportunities to experience achievement through the application of effective effort.

Time Used Effectively and Purposefully

- Students begin doing work soon after class begins.
- Students follow classroom routines well enough that minimal time is spent on receiving directions.
- Minimal time is spent on organizational details (attendance, distribution of supplies, etc.).
- Time spent on homework supports the lesson.
- The majority of class time is spent developing new knowledge.
- More student time is spent actively engaging in learning than passively receiving instruction.
- Sufficient time is allotted to conclude the lesson in a meaningful, appropriate way.

Multiple Grouping Strategies

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).

- Possible grouping configurations:
  - Part of the lesson involves the entire class.
  - Part of the lesson involves small groups.
  - Part of the lesson involves students working in pairs.
  - 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.

- Student misconceptions are anticipated 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.

Instructional Technology and Tools

Appropriate tools for learning are provided and accessible
(e.g., measuring instruments, manipulatives, calculators, computers).

- All tools appropriate for the lesson are available in sufficient quantity to students (e.g., measuring instruments, manipulatives, calculators and computers).
- Learning tools are easily accessible and functional.
- Use of manipulatives and technology are connected to the lesson objectives (i.e., the technology is not used for its own sake).
- Students are given sufficient instruction and support regarding the use of learning tools.

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.

CHECKING FOR UNDERSTANDING

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.

Tools For Formative Assessment: http:///www.levy.K12.fl.us/Construction /Instruction

QUALITY OF FEEDBACK

INDICATORS

BEHAVIOR MARKERS

Feedback Loops	*Scaffolding*	*Building on Student Responses*	*Encouragement and Affirmation*
• **Back and forth exchanges** • **Persistence** • **Follow-up questions**	• **Assistance** • **Hints** • **Prompting completion and thought processes**	• **Expansion** • **Clarification** • **Specific feedback**	• **Recognition and affirmation of effort** • **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.

Reference:

Deeper Learning Means Educational Equity in Urban Schools (January 28, 2013) (https://www.edutopia.org/blog/deeper-learning-educational-equity-urban-school-elena-aguilar

Rigor it is all the rage, but what does it mean? (April 7, 2010) Retrieved from:http://hechingerreport.org/rigor-its-all-the-rage-but-what-does-it-mean/

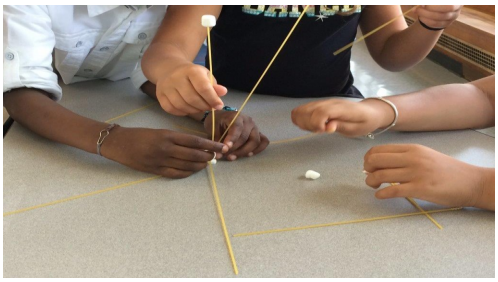
ADJUSTMENT TO PRACTICE

Adjustment to practice requires teachers to:

⇒ Create assessments aligned to daily Massachusetts Curriculum Frameworks.
⇒ Design lesson plan that aligns to mastery objective based on student needs – see sample lesson plan.
⇒ Administer assessment.
⇒ Analyze, track data of student in order to plan for intensified instruction.
⇒ Determine set of interventions based on result; (must have intervention time to support these learners).

Adjustments to Practice: The implementation of formative assessment – checking for understanding moves – to determine progress toward intended objective.

The New Bedford Multi-Tiered Systems of Support (NBMTSS)



The term is defined in ESSA as a "comprehensive continuum of evidence-based, systemic practices to support a rapid response to students' needs, with regular observation to facilitate data-based instructional decision making" (Title IX, Sec.8002.33). It is "school wide tiered model and plan (Sec.1114.7)" that must include a description of how needs of at-risk students will be met, which may include "implementation of a school wide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services" under the IDEA.

Systematic and differentiated teaching using Gradual Release model (modeling, guided and independent practice) and incorporating Universal Design for Learning (UDL) principles and assessment of all students to determine instructional strengths and needs.

More information about UDL can be found at the following links:

- http://www.cast.org/our-work/about-udl.html#.XS-K-NPYqMI
- https://www.understood.org/en/learning-attention-issues/treatments-approaches/educational-strategies/5-examples-of-universal-design-for-learning-in-the-classroom
- https://www.purdue.edu/innovativelearning/supporting-instruction/portal/files/22_Universal_Design_for_Learning.pdf

Tier 1 - Core, Universal Academic and Behavior

- Refer to District Curriculum Accommodation Plan (DCAP).
- Implementing well researched programs and practices to produce good outcomes for the majority of students.
- Effective if at least 80% of students are meeting benchmarks with access to core/universal instruction.
- On-going data collection and progress monitoring to monitor student achievement.

Tier 2 - Supplemental, Targeted:

- Intensifying instruction: Time (up to 50% more time, more practice, more opportunity for feedback) focus (narrowing the range of instruction) and the type (more explicit, more frequent, errorless).
- Focus on essential skills.
- More exposure and more focus of core instruction linked directly to the Massachusetts Frameworks.
- Using flexible grouping (changing group membership based on student progress and needs).
- Criterion for effectiveness is 70% of students receiving tier 2 will reach benchmark.
- Scheduled times for intensified instructions to be embedded in the day.

Tier 3 - Intensive, individualized (core + supplemental + intensive individualized instruction):

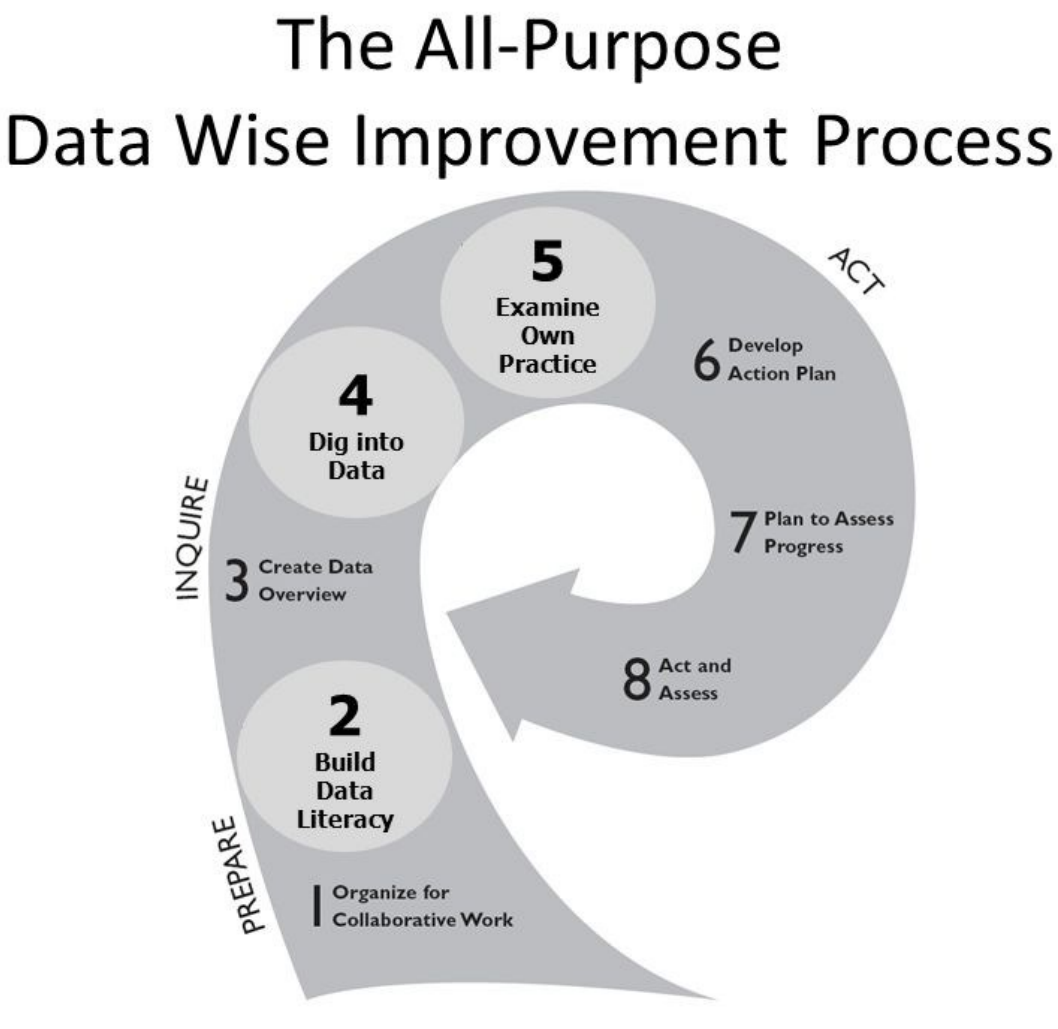
- Identify individual academic and behavioral issues through data analysis.
- Develop intensive individual interventions and supports.
- Ensure that these interventions and supports are linked to the Massachusetts Frameworks.
- Assess integrity and intensity of intensified instruction.
- Resources: more instructional time; smaller instructional groups; more precisely targeted at the right level.

DATA TEAM TOOLKIT

Collaborative Inquiry Cycle

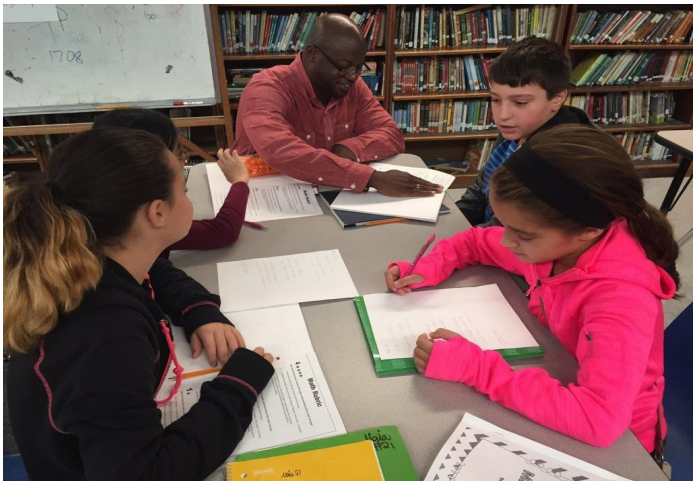
Studies of best practices suggest that educators take more away from a data set when it is studied in a group of their peers. By engaging in reflective dialogue together in groups such as Professional Learning Communities (PLCs) and grade level teams, teachers are more likely to:

- Uncover and understand student learning problems.
- Hold one another accountable for developing instructional strategies.
- Share successful instructional strategies to improve all student outcomes.



STUDENT ENGAGEMENT

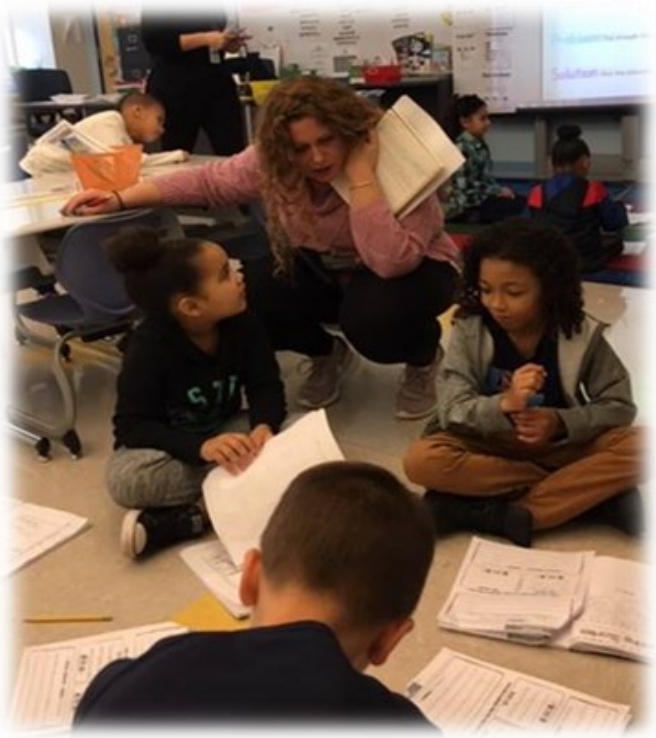
Skills: Clearer and more detailed explanations; more systemic instructional sequences; more extensive opportunities for guided practice; more opportunity for error correction and feedback.



Engagement-refers to the degree of attention, curiosity, interest, optimism, and passion that **students** show when they are learning or being taught, which extends to the level of motivation they have to learn and progress in their education.

<u>Teachers CREATE and FOSTER an engaging environment of learning whereby:</u>

- Detailed planning is informed by Massachusetts Frameworks standards and rigor.
- High levels of instructional questioning probe student thinking and access/assess prior knowledge (Bloom's /DOK – Depth of Knowledge).
- Student-to-student and student-to-teacher generated questions are implicit in every lesson.
- Students engage in well-planned rigorous discourse (Oral and written).
- Application of knowledge to new contexts (true understanding) is assessed frequently.
- Formative assessments give students constructive feedback for improvement.
- Students read and decipher text EVERY DAY.
- Writing is an element of student thinking EVERY DAY (180 days of writing).



STUDENTS have the SUPPORT to maximize their learning.

INDICATORS

BEHAVIOR MARKERS

Active Engagement
• **Responding** • **Asking questions** • **Volunteering** • **Sharing ideas** • **Looking at the teacher** • **Active listening** • **Manipulating materials** • **Lack of off-task behavior**

What is it?

When students are engaged, they are focused and participating in the learning activity presented or facilitated by the teacher. When students listen to and watch the teacher, they are passively engaged. Active engagement occurs when students are full participants in the learning process and take advantage of the learning opportunities presented by the teacher.

Why is it important?

Students learn more when they are interested and involved in classroom activities. When they are effectively engaged, students become participants in their own learning process and are able to take full advantage of the opportunities that the teacher has provided.

How can I increase student engagement in my classroom?

- ◊ Ask questions that encourage your students to respond, share ideas, and generate their own questions.
- ◊ Invite students to participate and volunteer.
- ◊ Encourage students to take ownership of their learning.
- ◊ Link lessons to students' lives.
- ◊ Use appropriate materials and a variety of modalities.

Reference:

Deeper Learning Means Educational Equity in Urban Schools (January 28, 2013) (https://www.edutopia.org/blog/deeper-learning-educational-equity-urban-school-elena-aguilar
Rigor it is all the rage, but what does it mean? (April 7, 2010) Retrieved from:http://hechingerreport.org/rigor-its-all-the-rage-but-what-does-it-mean/
"Dimensions Guide – Upper Elementary/Secondary" Teachstone Training

INSTRUCTIONAL DIALOGUE

INDICATORS

BEHAVIOR MARKERS

Cumulative Content Driven Exchanges	*Distributed Talk*	*Facilitation Strategies*
• **Connection to content** • **Depth of exchanges** • **Exchanges that build on one another**	• **Student initiated dialogues** • **Balance of teacher and student talk** • **Majority of students** • **Peer dialogues**	• **Open-ended questions and statements** • **Students respond** • **Acknowledgement/ repetition/ extension** • **Pause as needed to allow thinking and full expression**

What is it?

Instructional dialogue is a content-focused discussion that builds in complexity, extends over a long period of time and involves many students. Teachers must prompt and guide students to achieve an in-depth understanding of content through discussion.

Why is it important?

Dialogues that are meaningfully connected to lesson content promote in-depth learning. When discussion between teacher and student and among students builds in a cumulative manner with a natural exchange of information, students own their learning and push their thinking. They learn to enjoy academic exploration.

How can I promote instructional dialogue in my classroom?

◊ Encourage exchanges that build on each other.

◊ Encourage students to discuss topics using argumentation or exploratory talk.

◊ Give students the floor.

◊ Show students how to be good listeners.

◊ Teach students how to engage in discussions that promote learning.

◊ Look for opportunities to invite participation.

New Bedford Public Schools is committed to purposeful instructional dialogue as a major focus of instructional and learning expectations.

Reference:

Deeper Learning Means Educational Equity in Urban Schools (January 28, 2013) (https://www.edutopia.org/blog/deeper-learning-educational-equity-urban-school-elena-aguilar

Rigor it is all the rage, but what does it mean? (April 7, 2010) Retrieved from:http://hechingerreport.org/rigor-its-all-the-rage-but-what-does-it-mean/

"Dimensions Guide – Upper Elementary" Teachstone Training

ANALYSIS and INQUIRY

INDICATORS

BEHAVIOR MARKERS

Facilitation of Higher Order Thinking	*Opportunities for Novel Application*	*Metacognition*
• **Students identify and investigate problems/questions** • **Students examine, analyze, and/or interpret data, information, approaches, etc.** • **Students construct alternatives, predict, hypothesize, or brainstorm** • **Students develop arguments, provide explanations**	• **Open-ended tasks** • **Presents cognitive challenges** • **Students apply previous knowledge/skills**	• **Students explain their own cognitive thinking** • **Students self-evaluate** • **Students reflect** • **Students plan** • **Teacher models thinking about thinking**

What is it?

Teachers in classrooms with effective "Analysis and Inquiry" provide students with opportunities to use higher-level skills, apply their knowledge and skills to new problems or tasks, and think deeply about their own learning process.

Why is it important?

Students who are regularly given the chance to apply their analytical and creative skills to new learning challenges consistently build on their existing skill sets and resources. When they are also provided with chances to think about how they learn, students build tools for effectively handling future academic challenges.

How can I encourage more analysis and inquiry in my classroom?

- *Offer extended opportunities for students to examine and analyze information.*
- *Prompt student predictions.*
- *Inspire students to develop arguments.*
- *Challenge with open-ended assignments.*
- *Model the cognitive process by thinking out loud.*
- *Provide opportunities for students to reflect on and plan their own learning.*

New Bedford Public Schools is committed to purposeful analysis and inquiry as a major focus of instructional and learning expectations.

Reference: *"Dimensions Guide – Upper Elementary" Teachstone Training*

SIX TYPES OF SOCRATIC QUESTIONS

Socratic questioning is at the heart of critical thinking and promoting discourse among students. Below are sample questions to help promote a Socratic seminar.

Questions for clarification:

- ◊ Why do you say that?
- ◊ How does this relate to our discussion?
- ◊ Are you going to include . . . ?

Questions that probe assumptions:

- ◊ What could we assume instead?
- ◊ How can you verify or disapprove that assumption?

Questions that probe reasons and evidence:

- ◊ What would be an example?
- ◊ What is . . . comparable to?
- ◊ What do you think causes this to happen? Why?
- ◊ Do you think . . . contributes to . . . ? Explain.

Questions about viewpoints and perspective:

- ◊ What would be an alternative?
- ◊ What is another way to look at it?
- ◊ Would you explain why it is necessary or beneficial, who does it benefit?
- ◊ What are strengths and weaknesses of?
- ◊ What is a counterargument for?

Questions that probe implications and consequences:

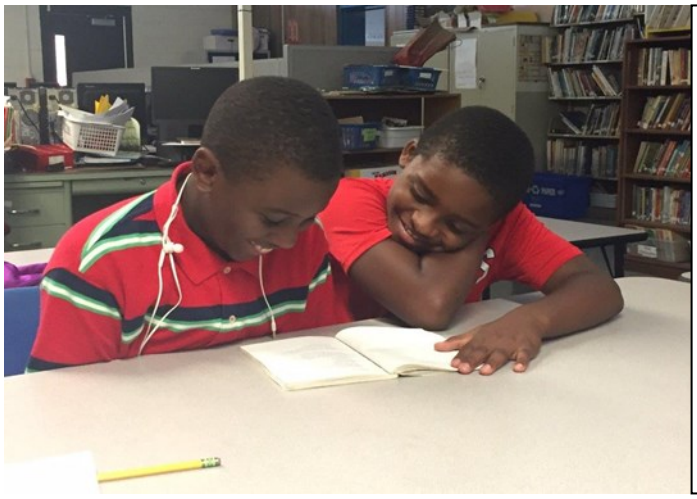
- ◊ What generalizations can you make?
- ◊ What are the consequences of that assumption?
- ◊ What are you implying?
- ◊ How does . . . affect . . . ?
- ◊ How does … tie in with what we learned before?

Questions about the question:

- ◊ What was the point of this question?
- ◊ Why do you think I asked this question?
- ◊ What does… mean?
- ◊ How does…. apply to everyday life?

BLOOM'S TAXONOMY		
COGNITIVE SKILL	DESCRIPTION	KEY WORDS
REMEMBERING	Recall or retrieve previous learned information.	defines, describes, identifies, knows, labels, lists, matches, names, outlines, recalls, recognizes, reproduces, selects, states
UNDERSTANDING	Comprehending the meaning, translation, interpolation, and interpretation of instructions and problems. State a problem in one's own words.	comprehends, converts, defends, distinguishes, estimates, explains, extends, generalizes, gives an example, infers, interprets, paraphrases, predicts, rewrites, summarizes, translates
APPLYING	Use a concept in a new situation or unprompted use of an abstraction. Applies what was learned in the classroom into novel situations in the work place.	applies, changes, computes, constructs, demonstrates, discovers, manipulates, modifies, operates, predicts, prepares, produces, relates, shows, solves, uses
ANALYZING	Separates material or concepts into component parts so that its organizational structure may be understood. Distinguishes between facts and inferences.	analyzes, breaks down, compares, contrasts, diagrams, deconstructs, differentiates, discriminates, distinguishes, identifies, illustrates, infers, outlines, relates, selects, separates
EVALUATING	Make judgments about the value of ideas or materials.	appraises, compares, concludes, contrasts, criticizes, critiques, defends, describes, discriminates, evaluates, explains, interprets, justifies, relates, summarizes, supports
CREATING	Builds a structure or pattern from diverse elements. Put parts together to form a whole, with emphasis on creating a new meaning or structure.	categorizes, combines, compiles, composes, creates, devises, designs, explains, generates, modifies, organizes, plans, rearranges, reconstructs, relates, reorganizes, revises, rewrites, summarizes, tells, writes

MEETING DIVERSE NEEDS



MEETING DIVERSE NEEDS

There are three ways in which teachers work to support students' diverse needs. They include the following:

Designing the delivery of course content in multiple ways such as video, reading, hands-on experiences.

Altering the product to meet the needs of student without lowering the rigor of the standard.

Creating time and space for students to reflect on content with peers and alone.

It is critical to understand that the goal of differentiating is to provide entry points and supports to students who have varied learning needs, not to change the rigor of the standards. In order to ensure expectations are clear, we have developed an overview of student and teacher practices as a tool for understanding.

What differentiated instruction isn't:

- *Differentiated instruction is NOT individualized instruction.*
- *Differentiated instruction is NOT chaotic.*
- *Differentiated instruction is NOT just another way to provide homogeneous grouping.*
- *Differentiated instruction is NOT just "tailoring the same suit of clothes."*
- *Differentiated instruction is NOT just for outliers.*

What differentiated instruction is:

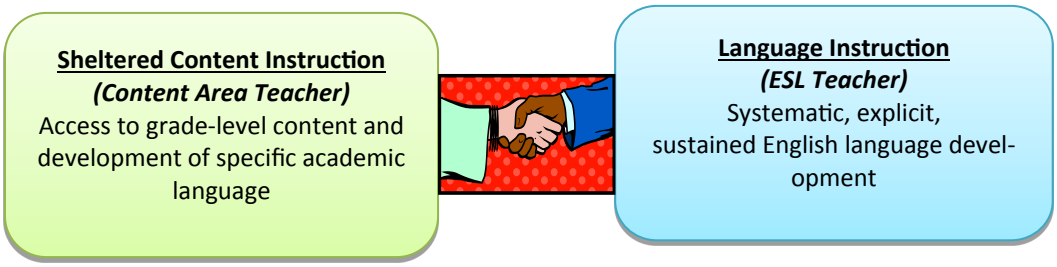
- *Differentiated instruction IS proactive.*
- *Differentiated instruction IS more qualitative than quantitative.*
- *Differentiated instruction IS rooted in assessment.*
- *Differentiated instruction IS taking multiple approaches to content, process, and product.*
- *Differentiated instruction IS student centered.*
- *Differentiated instruction IS a blend of whole-class, group, and individual instruction.*
- *Differentiated instruction IS "organic" and dynamic.*

Refernce: Tomlinson "How to Differentiate Instruction in Academically Diverse Classrooms, 3rd Edition"

SIGNS of DIFFERENTIATION in the CLASSROOM		
The educator will be……	**The student will be…..**	**The classroom will be….**
• Providing options for student engagement, persistence, and self-regulation • Conducting frequent checks for student understanding • Providing clear academic objectives and behavioral expectations • Providing frequent and varied feedback and positive reinforcements to student responses • Utilizing UDL principles • Presenting curriculum content through multiple means and providing scaffolds and support for metacognitive processing • Providing multiple and varied options for student communication and expression • Modeling and reinforcing positive behavioral expectations • Using data and student response to differentiate instruction and support	• Making connections between new content, prior knowledge, and real-world applications • Engaging in learning through a variety of approaches and developmentally appropriate tasks with a variety of resources • Demonstrating self-regulation strategies by monitoring his or her own thinking, setting goals, and monitoring and reflecting on progress • Demonstrating autonomy and self-advocacy by choosing appropriate learning tools and supports • Persevering on difficult tasks • Making academic and behavioral corrections based on staff feedback and other evidence • Using a variety of tools and means to demonstrate and communicate knowledge • Collaborating with peers and demonstrating appropriate behavior during group and individual work	• Supporting a variety of tasks and learning formats • Provide positive reinforcement and motivators • Clearly displaying expectations, rules, and routines • Using clear and effective displays of information, tools, resources, prompts, etc. • Supporting student use of resources and scaffolding • Fostering safety and respect of all cultures and backgrounds • Allowing richness with connections to student experience and interest • Conducive to collaboration and group work • Allowing smooth physical movement of students and educators • Creating a nonthreatening, positive, and academically rigorous atmosphere

SHELTERED ENGLISH IMMERSION

Sheltered English Immersion



The SEI program in NBPS includes both language and content as important instructional considerations for planning Language Instruction (ESL) and Sheltered Content Instruction (SCI). Although each component of the program has a different driving instructional focus, both must incorporate language and content (in different ways, informed by the different levels of expertise and qualifications of corresponding educators). As a result, both components of the SEI Program (ESL and SCI) contribute to English Learners (EL) academic success despite having different primary purposes (WIDA Essential Actions, 2012).

The language development of EL students is the responsibility of both ESL and Content Area Teachers. ESL teachers, in collaboration with other content teachers, should continue to develop awareness of the language ELs need to be able to process and produce English in order to reach high levels of performance in all academic classes. Likewise, all academic teachers need to develop awareness and strategies to support the disciplinary language needs of EL students.

Gaining proficiency in the academic language of American schools requires more than linguistic knowledge. Teachers of ELs must also consider cultural knowledge and ways of being, interacting, negotiating, speaking, listening, reading, and writing as connected to cultural and social roles.

Considerations must be made for special populations (i.e. newcomers, students with limited or interrupted formal education, students with disabilities, long-term ELs, gifted and talented ELs, etc.). Regardless of students' proficiency levels or educational needs, language forms and functions should still be taught in a contextualized, rich, and meaningful manner.

Resources for Teachers

Explore 78 SEI Strategies http://www.cal.org/content/download/1906/22045/file/go-to-strategies.pdf

Understand WIDA's K–12 Student Can-Do Descriptors https://wida.wisc.edu/teach/can-do

Incorporate WIDA's English Language Development Standards https://wida.wisc.edu/teach/standards

Understand the Academic Language ELs need https://www.wida.us/aboutus/academiclanguage/

Access WIDA's Educator Resources https://www.wida.us/professionaldev/educatorresources/

Review MA DESE's SEI Smart Card http://www.doe.mass.edu/retell/sei-smart-card.pdf

References:

Gottlieb, M. (2013). *Essential actions: A handbook for implementing WIDA's Framework for English Language Development Standards.* WIDA Consortium. https://www.wida.us/get.aspx?id=712

National Center on Response to Intervention (2011). *RTI: Considerations for English language learners (ELLs)*. Washington, DC: U.S. Department of Education. http://www.rti4success.org/sites/default/files/0728%20RTI%20ELL%20Summary%20d4.pdf

WIDA. (2012). *The English language learner CAN DO booklet: Grades 9–12.* https://www.wida.us/get.aspx?id=22

DESE (2016). Next Generation ESL Project: Curriculum Resource Guide.

9 Strategies to Differentiate Instruction for English Learners

1. Use curriculum focused on content tallow students to learn the essentials, without getting confused and frustrated with the "fluff." Remove unnecessary material, words, etc., that can distract from the content.

2. Deliver the content in "chunks," so ELL students can digest a little at a time, and then continue to build their knowledge and understanding of the material.

3. Provide background knowledge, sometimes with native language support, to allow ELLs to tie new information to something familiar. This helps students as they decode information; first trying to understand in their native language, and then transferring that understanding into English.

4. Define key vocabulary, multiple-meaning words, and figurative language.

5. Use audio and visual supports.

6. Provide multiple learning opportunities to reinforce key concepts and vocabulary.

7. Provide cross-content application of concepts, to help tie learning together, making it more comprehensible.

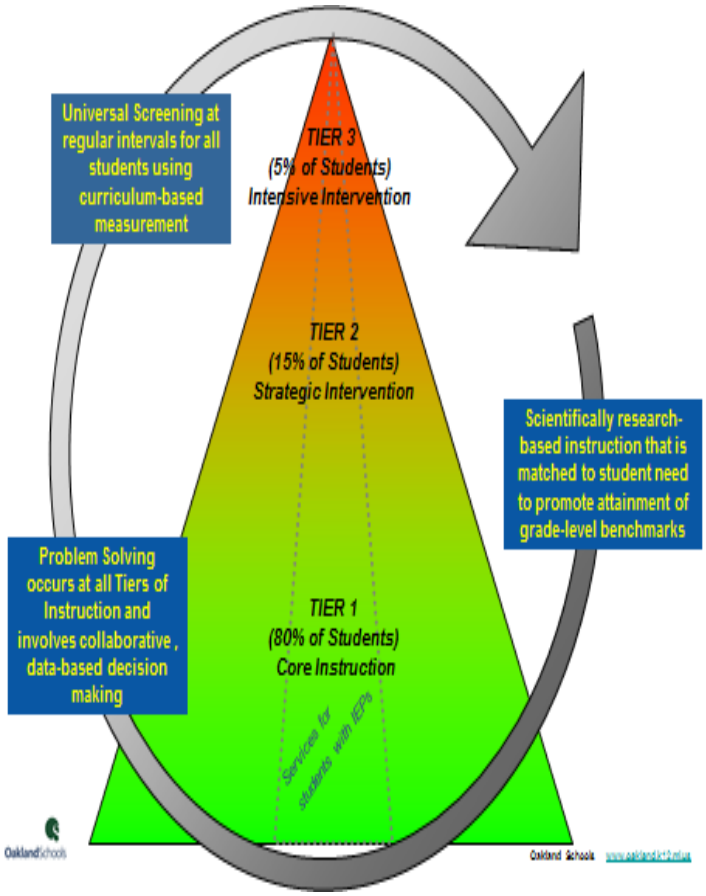
8. Provide curriculum that addresses all four language processes.

9. Incorporate technology with effective online programs that provide:
    - Individualized instruction.
    - Opportunities to practice in various contexts.
    - Ability to work at their own pace.
    - Effective data for educators to determine areas of strengths, and areas of focus, in order to drive instruction.

UNIVERSAL DESIGN FOR LEARNING

What is Universal Design for Learning

Universal design for learning is an adaptive learning program that allows equal opportunity for all students. It is focused on flexibility and adaptability to different types of students. By applying universal design for learning in the classroom, all students are allowed to take in, digest, and express information in the way that is easiest for them. This improves the learning experience for everyone and helps each individual student to expand his or her knowledge of the subject without the constraints of the traditional classroom.



Engagement: The *why* of learning:

- Know the strengths and weaknesses of students.
- Give students specific learning goals.
- Create and follow classroom routines.
- Provide prompts that let students know it's time to ask for help.
- Group learners with common interests or learning.strengths and weaknesses.
- Provide flexible classrooms.

Representation: The *what* of learning

- Display information in a flexible format.
- Adapt information for multilingual students.
- Prompt students to identify key ideas and relationships.

Action and expression: The *How* of learning

- Create multiple options for expression and assignment completion.
- Give access to learning software.
- Provide multiple means for navigation and control.
- Give regular feedback that helps students develop goals and strategies to reach them.

Source: https://www.prodigygame.com/blog/universal-design-for-learning/
http://www.udlcenter.org/aboutudl/udlguidelines_theorypractice

Provide Multiple Means of Engagement

Purposeful, motivated learners

Provide options for self-regulation

- Promote expectations and beliefs that optimize motivation
- Facilitate personal coping skills and strategies
- Develop self-assessment and reflection

Provide options for sustaining effort and persistence

- Heighten salience of goals and objectives
- Vary demands and resources to optimize challenge
- Foster collaboration and community
- Increase mastery-oriented feedback

Provide options for recruiting interest

- Optimize individual choice and autonomy
- Optimize relevance, value, and authenticity
- Minimize threats and distractions

Provide Multiple Means of Representation

Resourceful, knowledgeable learners

Provide options for comprehension

- Activate or supply background knowledge
- Highlight patterns, critical features, big ideas, and relationship
- Guide information processing, visualization, and manipulation
- Maximize transfer and generalization

Provide options for language, mathematical expressions, and symbols

- Clarify vocabulary and symbol
- Clarify syntax and structure
- Support decoding text, mathematical notation, and symbols
- Promote understanding across languages
- Illustrate through multiple media

Provide options for perception

- Offer ways of customizing the display of information
- Offer alternatives for auditory information
- Offer alternatives for visual information

Provide Multiple Means of Action & Expression

Strategic, goal-directed learners

Provide options for executive functions

- Guide appropriate goal-setting
- Support planning and strategy development
- Enhance capacity for monitoring progress

Provide options for expression and communication

- Use multiple media for communication
- Use multiple tools for construction and composition
- Build fluencies with graduated levels of support for practice and performance

Provide options for physical action

- Vary the methods for response and navigation
- Optimize access to tools and assistive technologies

ESSENTIAL COMPONENTS OF READING

Reading research has identified five essential components of effective reading instruction. Explicit and systematic instruction must be provided in these five areas:

PHONEMIC AWARENESS: The ability to hear, identify and manipulate the individual sounds and phonemes in spoken words. Phonemic awareness is the understanding that the sounds of spoken language work together to make words.

PHONICS: The understanding that there is a predictable relationship between phonemes, the sounds of spoken language, and graphemes, the letters and spellings that represent those sounds in written language. Readers use these relationships to recognize familiar words accurately and automatically and to decode unfamiliar words.

VOCABULARY DEVELOPMENT: Development of stored information about the meanings and pronunciations of words necessary for communication.

There are four types of vocabulary:

Listening vocabulary- the words needed to understand what is heard.

Speaking vocabulary- the words used when speaking.

Reading vocabulary- the words needed to understand what is read.

Writing vocabulary- the words used in writing.

READING FLUENCY: The ability to read text accurately and quickly. Fluency provides the bridge between word recognition and comprehension. Fluent readers recognize words and comprehend at the same time.

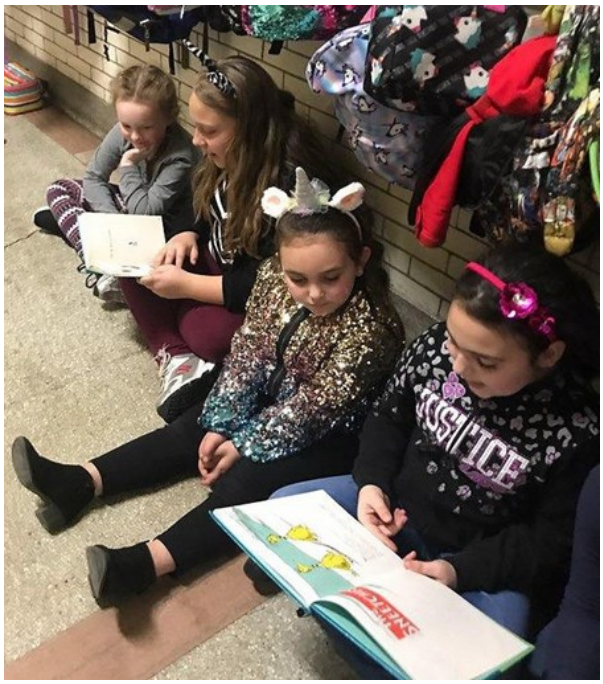
READING COMPREHENSION: Understanding, remembering and communicating with others about what has been read. Comprehension strategies are sets of steps that purposeful, active readers use to make sense of text.

COMPREHENSION ROUTINES

Through research, we know teaching students specific reading strategies, such as finding the main idea, summarizing, and analyzing text structure and when to use them helps students become successful readers. Metacognitive strategies concern the reader's planning, monitoring, and evaluation of the tasks at hand. Research studies indicate explicit or formal instruction in the application of a multiple-strategy method has been shown to be highly effective in enhancing understanding.

Teachers who engage their students in learning to read well, provide small group instruction and explicit skill instruction in comprehension, and provide modeling yield students with better outcomes in learning to read well. Readers can successfully transfer knowledge of comprehension strategies from one literacy activity to another after repeated exposure, explicit explanation, teacher modeling, and questioning.

The following categories provide a scientifically based foundation for the improvement of comprehension:



- ◊ Comprehension monitoring: Students learn how to be aware of their understanding of the material (metacognitive thinking).
- ◊ Cooperative learning: Students learn reading strategies that further engage them in meaningful oral and written discourse to fully develop understanding.
- ◊ Use of graphic and semantic organizers: Students generate representations of the material to assist comprehension.
- ◊ Question answering: Students respond to critical thinking questions posed by the teacher and engage in follow up feedback from peers and the teacher.
- ◊ Question generation: Students are taught explicitly how to ask questions about various aspects of the text, with emphasis on the top three levels of Bloom's Taxonomy.
- ◊ Text structure: Students are taught to use the structure of a text as a means of helping them recall content in order to answer questions about what they have read.
- ◊ Summarization: Students are taught to integrate ideas and generalize from the text information.

MATH INSTRUCTION

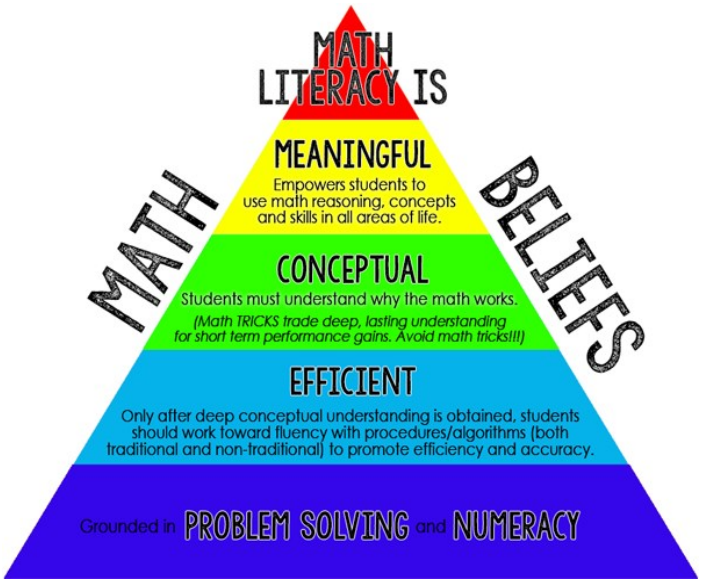
COMPONENTS OF A BALANCED MATHEMATICS PROGRAM

Conceptual Understanding

- ◊ Concepts are the entry points to understanding mathematics, and are often the most challenging component to teach.

What would we observe in a quality conceptual lesson?

- ◊ Students using concrete or visual models.
- ◊ Students using literature.
- ◊ Teachers modeling with concrete or visual models.
- ◊ Students manipulating concrete or visual representations.
- ◊ Students and teachers discussing mathematical ideas with appropriate terminology.



Problem-Solving

- ◊ Understanding which pieces of information are needed to answer questions about a given situation.
- ◊ Translating a situation described in words into mathematical number sentences and/or representing the situation visually.
- ◊ Analyzing if any calculations result in a reasonable solution to the given problem.

What would we observe in a quality problem-solving lesson?

- ◊ Students creating visual models to represent the problems.
- ◊ Students and teachers discussing possible methods for solving the problems.
- ◊ Students and teachers analyzing results from calculations.
- ◊ Calculators or addition/subtraction tables and multiplication/division tables available as resources.
- ◊ Few questions, but much thought.

Computation/Mental Math

- ◊ Computational skills build upon conceptual understanding.
- ◊ Computational skills also build upon prerequisite computational skills.
- ◊ Students should be encouraged to do as much computation mentally as possible.

What would we observe in a quality computation lesson?

- ◊ Teachers using fewer problems and more discussion.
- ◊ Teachers linking computation to other standards to give a context, such as measurement, geometry or data analysis.
- ◊ Students using engaging tools, such as dice, cards and dominoes, that provide visual models.
- ◊ Students justifying of thinking.

Math Facts

- ◊ Help children develop a strong understanding of the operations and of number relationships.
- ◊ Develop efficient strategies for fact retrieval through practice.
- ◊ Then provide drill in the use and selection of those strategies once they have been developed.

What would we observe in quality math facts instruction?

- ◊ Teachers using preassessment to determine entry points.
- ◊ Teachers instructing with visual models.
- ◊ Teachers and students emphasizing patterns.
- ◊ Teachers and students emphasizing connections between addition/subtraction & multiplication/division.
- ◊ Students drilling and practicing through games.
- ◊ Teachers administering periodic assessment.
- ◊ Teachers strategically pair students.

Explicit Vocabulary Instruction

- ◊ Using the word lists selected for academic vocabulary at each grade level helps to focus instruction on key terms.
- ◊ Introducing terms in practical context with visuals.
- ◊ Utilize the vocabulary notebooks to document student understanding with linguistic and non- linguistic representations.
- ◊ Utilize games for review of terms.
- ◊ Emphasize student discussion and proper use of terminology in context (both written and oral).

Common Formative Assessment

- ◊ Frequency of assessments should be high so that adjustment of instruction is made when needed.
- ◊ Assessments should focus on key concepts, skills and vocabulary terms.
- ◊ Feedback on formative assessments should be timely and specific.

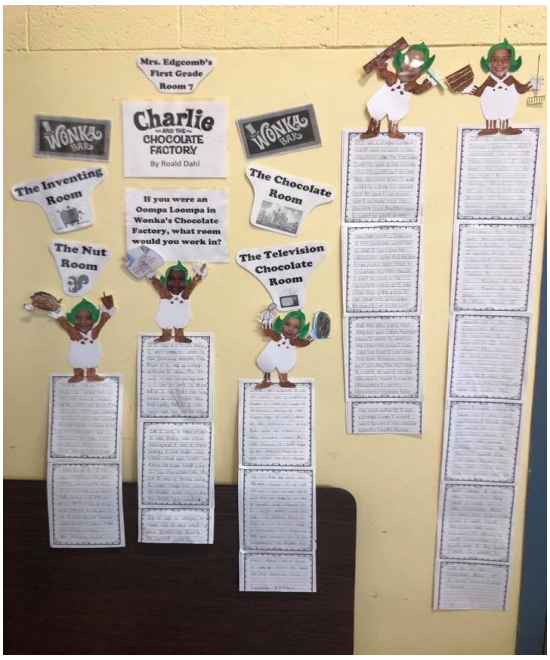
Standards for Mathematical Practices	
1. **Make sense of problems and persevere in solving them.** Students should be able to find an accurate solution, explain and rationalize the solution.; and check the solution using other approaches to understand the problem.	2. **Reason abstractly and quantitatively.** To reason abstractly and quantitatively, the student must be able to connect prior knowledge, understand relationships, and represent a mathematical situation symbolically and solve problems.
3. **Construct viable arguments and critique the reasoning of others.** Understand current definitions and arguments and use common examples. Communicate to others and distinguish when reasoning is flawed. Ask useful questions to clarify arguments.	4. **Model with mathematics.** Mathematically proficient students will apply math to real world situations by identifying important quantities, then interpreting, analyzing, drawing conclusions, and revising if necessary.
5. **Use appropriate tools strategically**. Students use the appropriate equipment including various technologies to solve a problem. Sound decisions are made while analyzing data. Results are visualized and predictions made.	6. **Attend to precision.** Students will be accurate, efficient, and precise in their calculations, graphical representations, and communication when solving problems and facilitating discussion of the solutions with others.
7. **Look for and make use of structure.** All students will be able to identify, create, and evaluate patterns related to algebraic expressions using the distributive property and construction of simple geometric figures.	8. **Look for and express regularity in repeated reasoning.** Mathematically proficient students notice if calculations are repeated and look for both general methods and shortcuts. They continually evaluate the reasonableness of their results.

WRITING INSTRUCTION

Writing is thinking on paper. The only true way to assess student knowledge/learning is through discourse (oral and writing).

***<u>The research</u>*: Carnegie Institute's *Writing Next* report: *What Works in Writing Instruction* identified the following eleven elements of effective writing instruction:**

1. Explicit instruction of writing strategies.
2. Summarization.
3. Collaborative writing.
4. Specific product goals.
5. Word processing.
6. Sentence combining.
7. Prewriting.
8. Inquiry activities.
9. Process writing approach (Think, Plan, Write, Revise).
10. Study of models.
11. Writing for content learning.



****NBPS STUDENTS ARE EXPECTED TO WRITE EVERY DAY, IN EVERY CLASS****

<u>WRITING PORTFOLIO</u> (K-12)

All students in K-12 should have a Writing Portfolio The intent of the Writing Portfolio is to collect student work over the course of the year to assess cumulative writing skill development. Writing should develop because of consistent, constructive and effective peer and teacher feedback which prioritizes strengths and areas for growth.

The emphasis is on text-based argument (opinion), expository (informational), and narrative writing. Instruction should include skills specific to text structure and writing for sources. The Department of Elementary and Secondary Education's "Writing Standards in Action Project" uses high quality student writing samples to illustrate what performance to grade level standards looks like—in action. To see samples of writing in various genres at all grade levels K-12 please follow this link: http://www.doe.mass.edu/frameworks/ela/wsa/

<u>Please refer to the MA Framework Standards for Writing</u>. PreK-12, in English Language Arts, Science, History & Social Studies, and Technical Studies.
http://www.doe.mass.edu/frameworks/current.html

<u>Looking at Student Work(LASW)</u>

An LASW protocol will be facilitated by TLS/Principal/CIL throughout the year to analyze student work as a team. The intent is to assess student thinking, find and prioritize strengths and areas for growth, and collaborate on providing meaningful feedback to students that is aligned with and uses language from the ELA standards. It is not to grade work; it is to understand a student's process as he/she uses writing to support his/her thinking. Each teacher will be expected to bring student work as assigned and participate in the discussion at all meetings.

FIVE PRINCIPLES
of Personalized Learning

MA PLN's Five Principles provide the lens through which we do this important work.

www.cce.org/mapln

Competency-based Learning

Students move at their optimal pace and receive credit when they demonstrate mastery of competencies—or learning targets—at each new level.

Flexible Learning

Time, space, and teacher roles adapt to the needs of students through the use of technology and flexible structures, rather than being a fixed, "one size fits all" experience.

Student-driven Learning

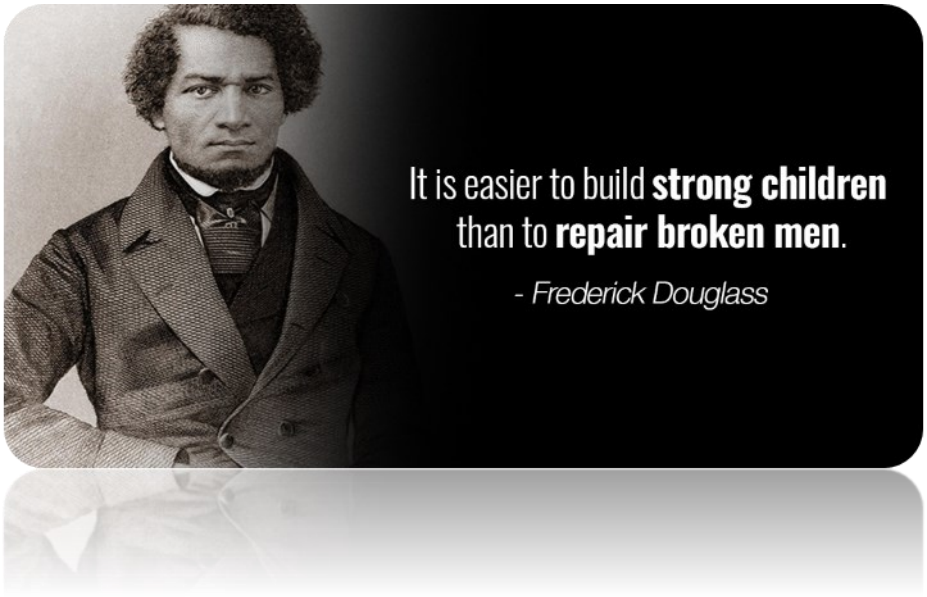
Students exercise voice and choice in their learning and co-create personal academic profiles and learning plans focused on student interests, aspirations, and learning challenges.

Dispositions for Learning

With a focus on equity, identity, and concern for others, students develop the attitudes and habits necessary for academic growth and preparation for life in a global society.

Authentic Learning

Students engage in workplace, project-, and community-based learning, with multiple opportunities to demonstrate what they know and are able to do.



RESOURCES

District Policies
http://www.newbedfordschools.org/superintendent/new_bedford_public_schools_policy_manual

Office of Instruction
http://www.newbedfordschools.org/depts_programs/office_of_instruction_curriculum

Massachusetts State Standards
http://www.doe.mass.edu/LearningStandards.html

Writing Standards in Action
http://www.doe.mass.edu/frameworks/ela/wsa/

Educator Effectiveness Guide Book for Inclusive Practice
http://www.doe.mass.edu/edeval/guidebook/

English Language Learners Curriculum and Instruction
http://www.doe.mass.edu/ell/curriculum.html

WIDA
http://www.doe.mass.edu/edeval/guidebook/

Special Education
http://www.doe.mass.edu/sped/

MCAS - State Testing System
http://www.doe.mass.edu/mcas/

District Benchmark Testing System
https://hosted168.renlearn.com/705817/default.aspx

Educator Evaluation Process and Rubrics
http://www.doe.mass.edu/edeval/resources/evalforms/

Skillful Teacher ED Evaluator Crosswalk
http://www.rbteach.com/sites/default/files/rbt_marshall_crosswalk_22apr15f.pdf

Socratic Questioning
http://changingminds.org/techniques/questioning/socratic_questions.htm

LASW Protocols
https://www.weteachnyc.org/resources/collection/protocols-looking-student-work/