

Components, Guiding Questions and Observable Practices				
Components		Guiding Questions	Observable Practices	
			Teacher	Student
<b>Planning</b>	<p><b>Student-Centered, Culturally Relevant Frame</b></p> <p>A student-centered, culturally relevant and responsive frame customizes the learning specifically to the students in the classroom.</p>	<p>How will I learn about my students' culture(s), strengths, interests, and preferences for learning to enhance their ability to learn new content?</p> <p>How will I use knowledge of my students, their cultural and linguistic assets, and their communities to build relevance, engagement and connection to the content standards throughout the school year?</p> <p>What can I do to reflect on my own biases to mitigate the impact on student learning?</p> <p>How can I bridge students' experiences and the content to increase connection and engagement?</p> <p>How can I increase representation of underserved groups in the curriculum to expand narratives &amp; disrupt stereotypes?</p> <p>How can I sustain and promote language development as students read, interpret, synthesize, reflect, and produce across varied mediums?</p> <p>How can I communicate with students and families in linguistically and culturally responsive ways?</p>	<p>Teacher customizes the lesson specifically to the students in the classroom by making explicit connections between the content, materials and tasks to the students' interest, culture, language, prior knowledge and experience.</p>	<p>Students are interested and motivated in the learning and can communicate the importance and relevance of the content, materials and tasks and relevance of learning to their lives.</p>
	<p><b>When planning this lesson, what will this look like in my classroom? What bias and/or barriers must I address?</b></p>			

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<b>Planning</b>	<p><b>Standards: Task Analysis</b></p> <p>A standards task analysis breaks the standard into manageable teaching chunks.</p>	<p>What knowledge, skills, and behaviors are required by the standard?</p> <p>What is the rigor level of what students need to know, understand, and be able to do to meet the standard or a portion of the standard?</p> <p>Based on my analysis, what is the learning progression of the standard?</p> <p>What is my teaching point for the day?</p>	<p>Teacher communicates a learning progression of the grade-level standard, referencing prior learning and preparation for upcoming tasks.</p>	<p>Students summarize their advancement within a learning progression or unit of study, connecting today's learning to prior lessons and upcoming tasks or end-of-unit goals.</p>
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	<p><b>Structured Lesson Design</b></p> <p>Direct Instruction or Inquiry-based approach</p>	<p>Based on the standards analysis, how should I structure my lesson (Direct Instruction or Inquiry-Based) to best support student learning?</p>	<p>Teacher structured the lesson clearly and effectively.</p>	<p>Student thinking and learning was supported by the lesson design.</p>
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<b>Planning and Delivery</b>	<p><b>Clear and Explicit Learning Intention &amp; Success Criteria</b></p> <p>Learning intention is a statement that defines the content to be learned.</p> <p>Success criteria (ie., features, expectations) is how students will demonstrate their learning.</p>	<p>What is my teaching point for the day?</p> <p>What do I want my students to learn and what will it look like if they have learned it?</p> <p>How will all students know what success looks like?</p> <p>How will I communicate to my students what I want them to learn and what success looks like?</p> <p>How can I make today's learning relevant?</p>	<p>Teacher, holds high expectations for all students, communicating a clear and explicit learning intention (ie., teaching point) with specific success criteria for mastery.</p>	<p>Students explain the learning intention and the success criteria for demonstrating progress toward mastery</p>
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<b>Planning and Delivery</b>	<p><b>Standards-Aligned Rigorous Tasks</b></p> <p>Tasks are learning experiences that allow all students to engage in grade-level work.</p>	<p>How do the tasks align with the learning intentions and success criteria?</p> <p>Do the tasks and materials incorporate multiple ways for students to make meaning and demonstrate their understanding?</p> <p>What delivery approach best supports this task?</p> <p>Are the learning materials and approaches culturally responsive and relevant?</p> <p>What prior knowledge and assets do students already have related to this standard and task? What misconceptions might they have?</p>	<p>Teachers use culturally relevant, rigorous tasks that connect directly to the learning intention and facilitate application of the success criteria.</p>	<p>Students engage in rigorous or higher-level thinking, applying the success criteria to meaningful, challenging tasks.</p>
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<b>Planning and Delivery</b>	<p><b>Engaging Opening</b></p> <p>Provides a purposeful and engaging opportunity to use students' interests and background knowledge, connect between and among concepts &amp; lessons, build community, and make the learning intentions clear.</p>	<p>How can I engage students and grab their attention to begin the lesson, spark curiosity, and establish learning intentions?</p> <p>How can I connect students' lived experiences, interests, and communities to the learning experience?</p> <p>How will I elicit prior academic knowledge?</p> <p>How can I build a classroom community and connect to the work ahead?</p>	<p>Teacher creates an engaging opening that hooks the learner and connects the learning intention to student interest, culture and experience.</p>	<p>Students are immediately engaged in today's learning and demonstrate curiosity and interest in the learning intention and task.</p>
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	<p><b>Intentional &amp; Consistent Engagement</b></p> <p>An approach that purposefully cultivates behavioral, social-emotional and cognitive practices to motivate students and leverage their assets and interests.</p>	<p>How can I design opportunities for students to build meaning and show their understanding in multiple ways?</p> <p>What rigorous and discussion-worthy questions will I ask that require students to share, discuss and challenge one another's thinking?</p> <p>How can students have a choice in how they demonstrate their understanding?</p> <p>How will I elicit student voice and perspectives from all?</p> <p>How can I purposefully use collaboration strategies for processing the content of the task?</p>	<p>Teacher incorporates intentional behavioral, social-emotional and cognitive engagement practices throughout the lesson and does not permit students to opt-out of learning.</p>	<p>Students are standing up and moving around and/or engaged in meaningful group discourse or collaborative tasks that cognitively challenge student thinking.</p>
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<b>Planning and Delivery</b>	<b>Targeted Scaffolds and Supports</b>	Coming in Session 2		
	<b>Integrated Formative Assessment</b>	Coming in Session 2		
	<b>Connected Closing</b> A purposeful and engaging opportunity to revisit the learning intention and allow students to articulate and solidify their learning.	How can students monitor and summarize their own learning in relation to the learning intention?  How can students reflect on their own thinking?  What connections can students make to previous learning, other content areas, lived experiences, and current events?  How does the closure build excitement to continue the learning?  How does the information gathered inform my further practice?	Teachers create a purposeful and engaging closing that revisits the learning intention and connects to tomorrow's learning.	Students openly reflect upon their learning and communicate explicit connections between the task, learning intention and success criteria.
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