Playbook Introduction

Scaffolding For Rigor Playbook

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OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

Introduction to the Playbook

What's the end goal?

- Our vision in OUSD is that ALL students will find joy in their academic experience while graduating with the skills to ensure they are caring, competent, fully informed, critical thinkers who are prepared for college, career and community success.
- Our Oakland students have *big dreams* for themselves once they graduate from our high schools. We are currently graduating 82.4% of our 12th graders, of those, 48.7% of the students graduate with A-G completion. Students have post-secondary plans that include 2- or 4-year colleges, apprenticeships, and job training programs. They want to enter careers in fields as diverse as nursing, arts and media, engineering, law and criminal justice, and business. They have visions for their post-high school lives that include career success and fulfillment. It is our role to help them design and achieve their dreams.
- As Oakland educators, we have to be focused on building independent learners who are capable of complex work so our students are prepared to achieve their goals. Hammond defines independent learners as students who:
    - utilize strategies and processes for tackling new tasks;
    - regularly attempt new tasks without scaffolds;
    - employ cognitive strategies for getting unstuck;
    - have learned to retrieve information from long term memory;
    - and rely on the teacher to carry the cognitive load only temporarily.

  This is in comparison to dependent learners, who wait for the teacher to carry the cognitive load and do most of the work for the student.
- Ultimately, it is our job to support kids to learn how to become independent learners and thinkers who can design and propel themselves towards their own post-secondary dreams.

Who is the audience and how to use the playbook?

This instructional playbook was designed as the essential resources and tools to implement an effective PD plan aligned to our collective focus on "scaffolding for rigor". The theory of action, leadership tools, and instructional tools support site leaders in developing and facilitating site professional development, PLC cycles of inquiry, and teacher coaching. We developed this vision of our collective work so central leaders and site leaders are aligned around a common approach to professional learning.

What is our focus?

Our focus for 2025-26 is Scaffolding for Rigor, as part of building "high challenge, high support" classrooms (Gibbons).

- High Challenge — We start with the belief that all kids are capable of succeeding at "high challenge" work — this is the rigor. We expect all students to take on complex tasks and texts aligned to grade level standards. We convey high expectations to students when we give them challenging daily tasks.
- High Support — In order to ensure all our students can meet the challenge and rigor of our classrooms, we must provide "high support". This support conveys to students that we not only believe they are capable of challenging work, but we will support them in their learning journey. The first strategy we are focused on are language routines.

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What are scaffolds?

- Scaffolding is how we provide the high support students need to engage with complex text and tasks. Scaffolding is:
    - temporary help that assists a learner to move toward new concepts, level of understanding and new language
    - enables a learner to know how to do something (not just what to do) so that they will be better able to complete similar tasks alone
    - future oriented: in Vygotsky's words, "what a learner can do with support today, he or she will be able to do alone tomorrow."
- The strategy and aligned theory of action is grounded in two key texts:
    1. Zaretta Hammond's Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor among Culturally and Linguistically Diverse Students
    2. 2) Pauline Gibbons' English Learners, Academic Literacy, and Thinking: Learning in the Challenge Zone.

We believe that, by collectively ensuring that our classrooms are high challenge, high support environments (by Scaffolding for Rigor), ALL our students will be able to accelerate their learning to achieve at high levels and reach their college and career goals.

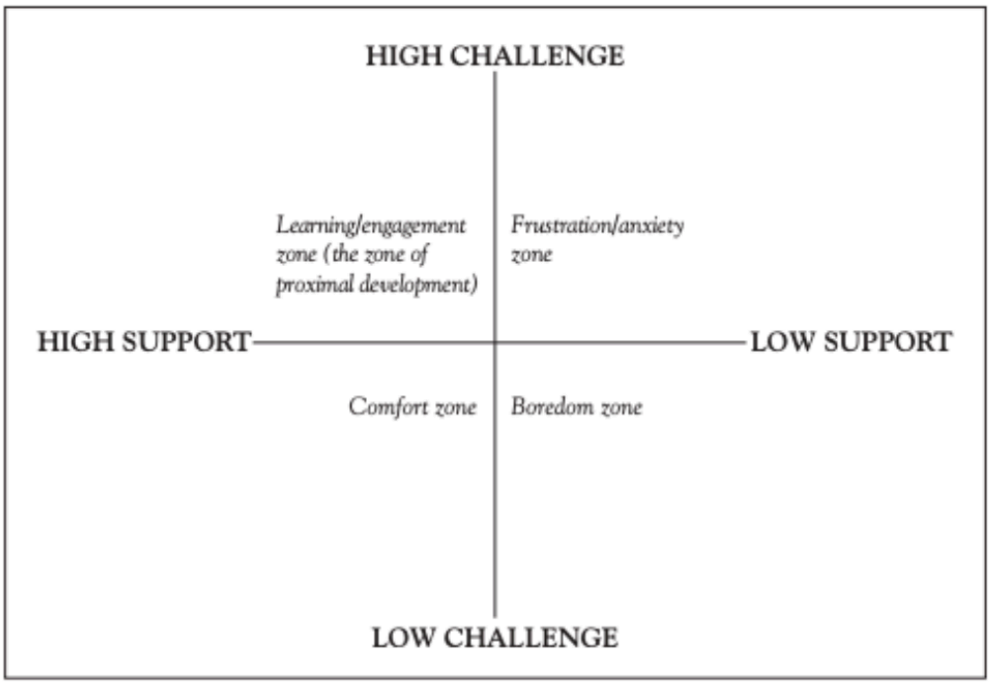

Figure 1.1. Four Zones of Teaching and Learning (adapted from Mariani 1997)

Theory of Action

In order for Students to be… (Grad Prof)	Teachers will… (OETF)	Site Leaders will… (LGDS)	Central Leaders will… (LGDS)
Critical Thinkers • **Demonstrate** literacy skills by reading, speaking, and writing fluently at grade level • **Apply** academic knowledge and technical skills in order to demonstrate mastery of course level standards • **Analyze** and **justify** claims using evidence, designs, conclusions, and solutions **Resilient Learners** • **Persist** in productive struggle **Collaborative Teammates** • **Communicate** clearly and effectively using academic and professional language • **Manage** collaborative tasks, seek help, and give help • **Sustain** reciprocal talk through self management and awareness of others **Creative Problem Solvers** • **Weigh** evidence, **evaluate** ideas, solutions, and approaches, and **finalize** claims. **Community Leaders** • **Facilitate** deliberation and democratic decision making • **Reflect** on work done alone or in groups and make adjustments to strategies based on the criteria for success	**Plan for standards-aligned instruction** *Criteria for Success* • 1A.1 Establishes standards-aligned content and language objectives • 1A.2 Establishes aligned criteria for mastery • Backwards plans from end of lesson assessment *Scaffolding for Rigor* • 1B.3 Plans support for equitable engagement and access for ALL students **Cultivate a positive classroom culture for learning** *Build and maintain psychological safety for the purpose of learning* • 2A.1 Builds positive, respectful classroom community where ALL students are valued • 2B. Builds a growth-mindset focused learning environment • 2C. Builds and maintains classroom routines that maximize learning time **Facilitate standards-aligned instruction** *Criteria for Success* • 3A. Clearly communicates the content and language objectives and criteria for mastery *Scaffolding for Rigor* • 3B.2. Uses instructional strategies to support equitable engagement and access for ALL students • 3C. Fosters student communication and collaboration skills • Ensures students do the heavy cognitive lift **Assess student progress towards standards-aligned criteria** *Criteria for Success* • 3D. Monitors and supports student progress towards mastery of content and language objectives *Scaffolding for Rigor*	**ILT leads:** **Facilitate** effective ILTs & **Support** PLC leads to lead effective PLCs: • **Develop** SMARTE goal related to instructional practice and progress monitor throughout the year • **Develop** and **facilitate** whole school PD and PLCs on Scaffolding for Rigor that support school in reaching instructional practice SMARTE goals • **Progress monitor** PLC SMARTE goals and make adjustments to PLC planning based on student and teacher practice data. **PLC Leaders and Pathway Leaders:** **Facilitate** effective PLCs: • **Lead** cycles of inquiry focused on Scaffolding for Rigor strategies • **Develop** student outcome SMARTE goals with shared criteria for success connected to a common rubric • **Strengthen** teacher capacity for collaborative planning • **Leverage** student work analysis to monitor student progress and determine next instructional steps • **Progress monitor** student data toward PLC SMARTE goals *(LGDS 4 and 5)* **Leverage** integration types to reach Pathway student learning outcomes (Pathway Leaders) **Coaches and Administrators:** **Provide** observation and feedback in relation to teacher and school goals: • Low inference observation • **Feedback** based on OETF criteria *(LGDS Dimension 6)*	**Central Coordinators and Specialists** **Provide Site Leader support:** • Coach ILT leads to develop and facilitate effective agendas. • Coach PLC leads to develop and facilitate effective agendas that reach student outcome goals. • Co-observe, calibrate, and practice giving teacher feedback. **Provide Direct teacher support:** • Provide foundational PD on adopted curriculum and Scaffolding for Rigor • Facilitate release days for supporting cycle development and unit planning **Support structures for progress monitoring and action planning:** • Facilitate learning walks • Manage assessment systems and support data analysis • Co-develop cycle plans with PLC leads **Linked Learning Leaders** **Provide PD and coaching** for pathway leads to facilitate pathway meetings focused on student learning outcomes. **Network Superintendents** **Support and evaluate** principals • Set and progress monitor goals around regular observation and feedback and teacher evaluation • Set and progress monitor goals around team leader supports that improve student outcomes

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	● 4A. Reflects on student outcomes to assess effectiveness and determine next steps	**Support** effective teacher planning	● Progress monitor student data

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IPGs

Instructional Practice Guides

All IPGs can be found in this folder or in the tabs that follow.

Arts and Design

OUSD Instructional Practice Guide - Arts & Design

(Includes Visual, Performing Arts & CTE Fashion, Arts, Media, and Entertainment)

Standards Alignment: Does the lesson reflect the demand of the VAPA/CTE Fashion/AME standards?	
Instruction meets the demand of the standard or pairing of standard(s): (VAPA | AME | Fashion)	The instruction meets the demand of the standard or pairing of standard(s). 4 — Fully meets 3 — Mostly meets 2 — Partially meets 1 — Does not meet N/A - Not applicable
Core Action 1: Does the lesson reflect one of the core artistic processes (Creating, Performing, Responding, Connecting)	
A. A learning target based on a focus/essential question aligned to the VAPA and/or CTE F-AME standards is chosen to drive the lesson. (OETF 1A.1)	Yes - A focus question is provided and is aligned to the VAPA/CTE Fashion/AME to drive the lesson. No - A focus question is not provided and/or aligned to the VAPA/CTE Fashion/AME to drive the lesson. *What is the focus question driving the lesson?*
B. Materials and/or hands-on activities require student ownership and integrate grade-level appropriate elements of the Core Artistic Practices (see bottom of page 2). (OETF 1A.1; OETF 3B.1)	Yes - The materials and/or hands-on activities require student ownership and integrate at least one of the Core Artistic Practices. No - The materials and/or activities DO NOT integrate at least one Core Artistic Practice and DO NOT require student ownership.
C. The goal of the lesson requires students to use language (considering language functions, not just vocabulary) to demonstrate content understanding. (OETF 1A.1)	Yes — The goal of the lesson requires students to use language functions and vocabulary within the course-level standards. Somewhat — The goal of the lesson requires students to use vocabulary, but not language functions, OR the language functions and vocabulary that students used were not within the course-level standards. No — The goal of the lesson does not require students to use language functions and vocabulary within the course-level standards.
Core Action 2: Does the lesson employ instructional practices that reflect the core artistic processes (page 2) and allow students to make sense of the content? (Most=85%+, Some=50%+; Few=25%+)	
A. Teacher monitors student progress towards the content and language objectives to elicit student ideas, share trends, highlight student thinking, including misconceptions, to provide feedback to students (OETF 3D)	4 - Teacher monitors/circulates the classroom, looking for the quality of the responses and highlighting collected examples to provide feedback to make sense of the content for students, which students are expected to incorporate into their work. 3 - Teacher monitors/circulates the classroom, looking for the quality of the responses and highlighting collected examples to provide feedback to make sense of the content for students. 2 - Teacher monitors/circulates the classroom, looking for quality responses without collecting examples to be used to make sense of the content. Some feedback was provided to a few students. 1 - Teacher does not monitor/circulate the classroom, and/or teacher monitors/circulates the classroom looking for completion of tasks, and not the quality of the responses.
B. Teacher facilitates discussions, asks questions, and makes explicit connections to prior knowledge and content, during investigations and explorations, and synthesizes key learnings to help solidify student learning focused on the content standards (OETF 3C.1)	4 - Facilitation explicitly helps students' understanding of content to coherently figure out the creative problem or address the focus question. 3 - Facilitation is explicit but does not contribute to students' understanding of content in a coherent manner to figure out the creative assignment or address the focus question. 2 - Facilitation is implicit, but students can build their understanding of the current content and coherence is lacking in figuring out the creative approach or addressing the focus question. 1 - Facilitation is implicit, and students are not able to build their understanding of content coherently to figure out the creative problem or address the focus question.

C. Throughout the lesson, the teacher uses instructional strategies and culturally responsive teaching practices, including intentionally sequenced questions, to support equitable engagement and access for all students in order to scaffold for rigor. (OETF 3B.2)	4 - The teacher consistently provides access to course-level content by effectively using instructional strategies and scaffolds for rigor to address the diverse academic and linguistic needs of most students. 3 - The teacher provides access to course-level content by effectively using instructional strategies and scaffolds for rigor to address the diverse academic and linguistic needs of some students. 2 - The teacher attempts to provide access to course-level content by using instructional strategies and scaffolds for rigor, and meets the needs of a few students. 1 - The teacher does not use instructional strategies or scaffolds to address the diverse academic and linguistic needs of most students.
Core Action 3: Does the lesson provide opportunities for ALL students to make sense (build their conceptual understanding) of the arts they are learning through the lens of? (Most=85%+, Some=50%+; Few=25%+)	
A. Students do the majority of the work of the lesson, gathering information/data to explain the focus question.	(4 - Most students, 3 - Some students, 2 - Few students, 1 - No students, Not Observed)
B. Students investigate through hands-on activities or materials, arts, and ideas/problems in order to figure out and explain concepts and relevant issues.	(4 - Most students, 3 - Some students, 2 - Few students, 1 - No students, Not Observed)
C. Students connect the project and/or the lesson activities to their personal experiences, culture, and/or community	(4 - Most students, 3 - Some students, 2 - Few students, 1 - No students, Not Observed)
D. Students talk and ask questions about each other's thinking in order to clarify or improve their understanding.	(4 - Most students, 3 - Some students, 2 - Few students, 1 - No students, Not Observed)
E. Students consider the next steps for their project and why the arts and design strategies are effective.	(4 - Most students, 3 - Some students, 2 - Few students, 1 - No students, Not Observed)
Student Mastery: Did students master or move towards mastery of the content of the lesson? (Most=85%+, Some=50%+; Few=25%+)	
Students are moving towards a strong grasp of the content of the lesson.	Students are moving towards a strong grasp of the content of the lesson. 4 - Most students, 3 - Some students, 2 - Few students, 1 - No students, Not Observed

Dimension 1: **Arts & Design Disciplines** (VAPA | AME Fashion)	**Dimension 2:** **Core Artistic Practices** *These artistic processes are the cognitive and physical actions by which arts learning and arts making are realized. Each of the arts disciplines incorporates the artistic processes that define and organize the link between the art and the learner.*				**Dimension 3:** **CTE Behaviors of Teaching and Learning**
🖌️Visual Arts 📹Media Arts 🎭 Drama 💃Dance 🎻Music 🥻Fashion 🏙️Design	**Creating** *Conceiving and developing new artistic ideas and work.*	**Performing (dance, music, theatre)** *Realizing artistic ideas and work through interpretation and presentation.* **Presenting (visual arts)** *Interpreting and sharing artistic work.* **Producing (media arts)** *Realizing and presenting artistic ideas and work.*	**Responding** *Understanding and evaluating how the arts convey meaning.*	**Connecting** *Relating artistic ideas and work with personal meaning and external context.*	1. **Collaborative** (WORK WITH OTHERS) 2. **Student-Directed** (WORK STUDENTS LEAD) 3. **Outcome-Focused** (WORK WITH A GOAL) 4. **Relevant** (WORK THAT MATTERS) 5. **Rigorous** (WORK THAT CHALLENGES) 6. **Integrated** (WORK THAT CONNECTS)

ELA

OUSD ELA Instructional Practice Guide

Standards Alignment: Does instruction meet the demand of the standard?	
Instruction meets the demand of the standard or pairing of standard(s).	The instruction meets the demand of the standard or pairing of standard(s). 4 — Fully meets 3 — Mostly meets 2 — Partially meets 1 — Does not meet
Core Action 1: Does the lesson reflect the demand of the standards? Is it focused on a high-quality text?	
A. Text-based instruction engages students in reading, speaking, or writing about text(s). (OETF 1A.1)	Yes — Most of the lesson is spent reading, writing, and/or speaking about a written text as evidenced by students reentering the text. Somewhat — Written text is referred to but tasks do not require students to re-enter the text No — The lesson is not grounded in the text or multiple texts
B. The text(s) is at or above the quantitative and/or qualitative complexity level expected for the grade and time in the school year. (OETF 1A.1)	Yes — The text(s) is worthy of being read at this grade level and time of the school year. No — The text(s) is not worthy of being read at this grade level and time of the school year.
C. The goal of the lesson requires students to use language (considering language functions, not just vocabulary) to demonstrate content understanding. (OETF 1A.1, 1A.2, 3C.1))	Yes — The goal of the lesson requires students to use language functions and vocabulary within the course-level standards. Somewhat — The goal of the lesson requires students to use vocabulary, but not language functions, OR the language functions and vocabulary that students used were not within the course-level standards. No — The goal of the lesson does not require students to use language functions and vocabulary within the course-level standards.
Core Action 2: Does this lesson employ questions and tasks, both oral and written, which integrate the standards and help students understand the content and meaning of the text(s)? (Most=85%+, Many/Some=50%+; Few=25%+)	
A. The teacher consistently monitors and supports student progress towards the content and language objectives to surface misconceptions and opportunities for growth to provide feedback to students (OETF 3D)	4 — The teacher checks for understanding among most students. Feedback is provided and students are expected to incorporate feedback into their work. 3 — The teacher checks for understanding among most students and feedback is provided. 2 — The teacher checks for understanding among some students. Feedback is provided to those students. 1 — The teacher checks for understanding among few or no students and/or no content-related feedback is provided.
B. Questions and tasks go beyond literal comprehension of the text to address its particular qualitative features and require students to use evidence from the text to support their ideas. (OETF 3C.2)	Questions and tasks attend to the qualitative features of the text that matter most and how they are used in the text to build understanding, and require students to use evidence in support of their thinking. 4 — Most questions 3 — Many questions 2 — Few questions 1 — No questions
C. Throughout the lesson the teacher uses instructional strategies, including intentionally sequenced questions, to support equitable engagement and access for all students in order to scaffold for rigor. (OETF 3B.2)	4 — The teacher consistently provides access to course-level content by effectively using instructional strategies and scaffolds for rigor to address the diverse academic and linguistic needs of most students. 3 — The teacher provides access to course-level content by effectively using instructional strategies and scaffolds for rigor to address the diverse academic and linguistic needs of some students. 2 — The teacher attempts to provide access to course-level content by using instructional strategies and scaffolds for rigor, and meets the needs of few students.

	1 — The teacher does not use instructional strategies or scaffolds to address the diverse academic and linguistic needs of most students.
Core Action 3: Does the lesson and instruction provide support for all students to engage in the work of the lesson? (Most=85%+, Some=50%+; Few=25%+)	
A. Students do the majority of the work of the lesson to uncover deeper meaning from the text and to build knowledge of the world through speaking/listening, reading, and/or writing. (OETF 3B.1, OETF 1B.1)	4 — Most students are doing the majority of the work of the lesson and the work engages them deeply in grade-level analysis. 3 — Some students are doing the majority of the work of the lesson and the work engages them deeply in grade-level analysis. 2 — Few students are doing the majority of the work in service of grade-level standards, OR students are doing the majority of the work, but that work is NOT in service of grade-level standards. 1 — Students are not doing the majority of the work.
B. Students productively struggle to arrive at meaning making through reasoning and appropriate scaffolding such as leveraging background knowledge building, fluency, vocabulary, and syntax. (OETF 1B.1, 3B.1)	4 — Most students are engaging in productive struggle with sufficient scaffolding that allows them to use reasoning to arrive at grade-level meaning making. 3 — Some students are engaging in productive struggle with sufficient scaffolding that allows them to use reasoning to arrive at grade-level meaning making. 2 — Few students are engaging in productive struggle with sufficient scaffolding in service of grade-level standards, OR students are engaging in productive struggle, but that struggle is NOT in service of grade-level standards 1 — Students are not engaging in productive struggle.
C. Students provide accurate text evidence to support the explanation of their ideas and display precision in their oral and/or written responses. (OETF 3C.2)	4 — Most students are providing text evidence in service of grade-level analysis and explain how the evidence supports their ideas with precision. 3 — Some students are providing text evidence in service of grade-level analysis and explain how the evidence supports their ideas with precision. 2 — Few students are providing accurate and precise text evidence to support an explanation of their ideas in service of grade-level standards, OR students are providing accurate and precise text evidence but NOT in service of grade-level standards. 1 — Students are not providing accurate text evidence.
D. Students talk and ask questions about each other's thinking in order to clarify or improve their understanding. (OETF 3C.3)	4 — Most students are engaged in student-to-student grade-level academic discourse that clarifies and improves their understanding of the text or topic. 3 — Some students are engaged in student-to-student grade-level academic discourse that clarifies and improves their understanding of the text or topic. 2 — Few students are engaged in student-to-student grade-level academic discourse that clarifies and improves their understanding of the text or topic, OR students are engaged in academic discourse, but it is not in service of grade-level standards and/or does not clarify or improve their understanding of the text or topic. 1 — Student-to-student conversations are not occurring for most students.
Student Mastery: Did students master or move towards mastery of the content of the lesson? (Most=85%+, Some=50%+; Few=25%+)	

Students exhibit a strong grasp of the content of the lesson.	Students are moving towards a strong grasp of the content of the lesson. 4 — Most students 3 — Some students 2 — Few students 1 — No students or little evidence

Electives/CTE

OUSD Instructional Practice Guide (IPG) for Electives/CTE

Standard Alignment: Does the lesson reflect the demand of the standards?	
Instruction meets the demand of the standard or pairing of standard(s)	The instruction meets the demand of the standard or pairing of standard(s) 4 — Fully meets 3 — Mostly meets 2 — Partially meets 1 — Does not meet
Core Action 1: Does the lesson ensure the work of the enacted lesson reflects college- and career-ready standards?	
A. The goal of each lesson reflects the grade-level standards (OETF 1A.1)	Yes — The goal of the lesson focuses on the grade-level standards. No, but appropriate — The goal of the lesson focuses on non-grade-level standards in an intentionally coherent way to increase access to grade-level materials. No — The goal of the lesson does not focus on the grade-level standards.
B. Materials and/or hands-on activities integrate the grade level standards.	Yes — Materials and/or hands-on activities integrate the grade level standards No — Materials and/or hands-on activities DO NOT integrate the grade level standards
C. The goal of the lesson requires students to use language (considering language functions, not just vocabulary) to demonstrate content understanding. (OETF 1A.1, 1A.2, 3C.1)	Yes — The goal of the lesson requires students to use language functions and vocabulary within the course-level standards. Somewhat — The goal of the lesson requires students to use vocabulary, but not language functions, OR the language functions and vocabulary that students used was not within the course-level standards. No — The goal of the lesson does not require students to use language functions and vocabulary within the course-level standards.
Core Action 2: Does this lesson employ instructional practices that allow all students to learn the content of the lesson? (Most=85%+, Some=50%+; Few=25%+)	
A. The teacher consistently monitors and supports student progress towards the content and language objectives to surface misconceptions and opportunities for growth to provide feedback to students (OETF 3D).	4 — The teacher checks for understanding among most students. Feedback is provided and students are expected to incorporate feedback into their work. 3 — The teacher checks for understanding among most students and feedback is provided. 2 — The teacher checks for understanding among some students. Feedback is provided to these students. 1 — The teacher checks for understanding among few or no students and/or no feedback is provided.
B. **Intentionally sequenced questions** build knowledge and arrive at grade-level analysis to enable all students to make meaning of and think deeply about the content and make connections to the learning goal of the lesson. (OETF 3B.1)	**Intentionally sequenced questions** and tasks are intentionally sequenced to build knowledge and arrive at grade-level analysis. 4 — Most questions and tasks 3 — Many questions and tasks 2 — Few questions and tasks 1 — No questions or tasks
C. Throughout the lesson the teacher uses instructional strategies, including intentionally sequenced questions, to support equitable engagement and access for all students in order to scaffold for rigor. (OETF 3B.2)	4 — The teacher consistently provides access to course-level content by effectively using instructional strategies and scaffolds for rigor to address the diverse academic and linguistic needs of most students. 3 — The teacher provides access to course-level content by effectively using instructional strategies and scaffolds for rigor to address the diverse academic and linguistic needs of some students. 2 — The teacher attempts to provide access to course-level content by using instructional strategies and scaffolds for rigor, and meets the needs of few students.

	1 — The teacher does not use instructional strategies or scaffolds to address the diverse academic and linguistic needs of most students.
D. Teacher **makes explicit connections** to the prior and/or upcoming lessons to help students build their understanding of content in a coherent manner.	4 - Connections are explicit to help students' understanding of content in a coherent manner. 3 - Connections are explicit but do not contribute to students' understanding of content in a coherent manner. 2 - Connections are implicit such that students are able to build their understanding of the current content but coherence is lacking. 1 - Connections are implicit and students are not able to build their understanding of content in a coherent manner.

Core Action 3: Does the lesson and instruction provide support for all students to engage with the content of the lesson? (Most=85%+, Some=50%+; Few=25%+)	
A. Students do the majority of the work of the lesson by working with and practicing grade-level skills.	4 — Most students are doing the majority of the work of the lesson and the work engages them deeply in grade-level skills. 3 — Some students are doing the majority of the work of the lesson and the work engages them deeply in grade-level skills. 2 — Most students are doing the majority of the work but the work does not engage them deeply in grade-level skills. 1 — Students are not doing the majority of the work.
B. Students productively struggle to arrive at understanding through reasoning and appropriate scaffolding.	4 — Most students are engaging in productive struggle with sufficient scaffolding that allows them to use reasoning to arrive at grade-level understanding. 3 — Some students are engaging in productive struggle with sufficient scaffolding to arrive at grade-level understanding. 2 — Most students are engaging in productive struggle but not in service of grade-level understanding. 1 — Students are not engaging in productive struggle.
C. Students connect the project and/or the lesson activities to their personal experiences, culture and/or community	(4 - Most students, 3 - Some students, 2 - Few students, 1 - No students, Not Observed)
D. Students talk and ask questions about each other's thinking in order to clarify or improve their own content understanding.	4 — Most students are engaged in student-to-student conversations that are in service of grade-level understanding and clarify and improve their understanding. 3 — Some students are engaged in student-to-student conversations that are in service of grade-level understanding and clarify and improve their understanding. 2 — Student-to-student conversations are occurring for most students, but not in service of grade-level understanding OR few students are engaged in student-to-student conversations that are in service of grade-level understanding and clarify and improve their understanding. 1 — Student-to-student conversations are not occurring for most students.
Student Mastery: Did students master or move towards mastery of the content of the lesson?	
Students exhibit a strong grasp of the content of the lesson.	Students are moving towards a strong grasp of the content of the lesson.

	4 — Most students 3 — Some students 2 — Few students 1 — No students or little evidence

History/ Social Studies

OUSD HH/SS Instructional Practice Guide

Standard Alignment: Does the lesson reflect the demand of the standards?	
Instruction meets the **demand of the standard** or pairing of standard(s).	The instruction meets the demand of the standard or pairing of standard(s). **4** — Fully meets **3** — Mostly meets **2** — Partially meets **1** — Does not meet
Core Action 1: Is the lesson focused on a high-quality text(s)?	
A. **Text-based instruction** engages students in reading, speaking, or writing about text(s). (OETF 1A.1)	**Yes** — Most of the lesson is spent reading, writing, and/or speaking about a written text as evidenced by students reentering the text. Somewhat — Written text is referred to but tasks do not require students to re-enter the text **No** — The lesson is not grounded in the text or multiple texts Name of text: Type of text: **Primary** **Secondary** **Other media or format**
B. The goal of the lesson requires students to use language (considering language functions, not just vocabulary) to demonstrate content understanding. (OETF 1A.1, 1A.2, 3C.1)	Yes — The goal of the lesson requires students to use language functions and vocabulary within the course-level standards. Somewhat — The goal of the lesson requires students to use vocabulary, but not language functions, OR the language functions and vocabulary that students used was not within the course-level standards. No — The goal of the lesson does not require students to use language functions and vocabulary within the course-level standards.
Core Action 2: Does this lesson employ questions and tasks, both oral and written, which integrate the standards and help students understand the content and meaning of the text(s)? (Most=85%+, Many/Some=50%+; Few=25%+)	
A. The teacher consistently monitors and supports student progress towards the content and language objectives to surface misconceptions and opportunities for growth to provide feedback to students (OETF 3D)	**4** — The teacher checks for understanding among most students. Feedback is provided and students are expected to incorporate feedback into their work. **3** — The teacher checks for understanding among most students and feedback is provided. **2** — The teacher checks for understanding among some students. Feedback is provided to those students**.** **1** — The teacher checks for understanding among few or no students and/or no feedback is provided.
B. The teacher provides questions and tasks that require students to cite evidence from the text to support analysis, inference, and claims. (OETF 3C.2)	Questions and tasks require students to cite evidence from the text. **4 — Most** questions **3 — Many** questions **2 — Few** questions **1 — No** questions
C. Throughout the lesson, the teacher uses instructional strategies and culturally responsive teaching practices, including intentionally sequenced questions, to support equitable engagement and access	4 — The teacher consistently provides access to course-level content by effectively using instructional strategies and scaffolds for rigor to address the diverse academic and linguistic needs of most students. 3 — The teacher provides access to course-level content by effectively using instructional strategies and scaffolds for rigor to address the diverse academic and linguistic needs of some students. 2 — The teacher attempts to provide access to course-level content by using instructional strategies and scaffolds for rigor, and meets the needs of few students.

for all students in order to scaffold for rigor. (OETF 3B.2)	1 — The teacher does not use instructional strategies or scaffolds to address the diverse academic and linguistic needs of most students.
Core Action 3: Does the lesson and instruction provide support for all students to engage in the work of the lesson? (Most=85%+, Some=50%+; Few=25%+)	
A. Students do the majority of the work of the lesson to uncover deeper meaning from the text and to build knowledge of the world through speaking/listening, reading, and/or writing. (OETF 3B.1, OETF 1B.1)	**4** — **Most** students are doing the majority of the work of the lesson and the work engages them deeply in grade-level analysis. **3** — **Some** students are doing the majority of the work of the lesson and the work engages them deeply in grade-level analysis. **2** — **Most** Students are doing the majority of the work but the work does not engage them deeply in grade level analysis. **1** — **Students** are not doing the majority of the work.
B. Students productively struggle to arrive at meaning making through reasoning and appropriate scaffolding such as leveraging background knowledge building, fluency, vocabulary, and syntax. (OETF 1B.1, 3B.1)	**4** — **Most** students are engaging in productive struggle with sufficient scaffolding that allows them to use reasoning to arrive at grade-level meaning making. **3** — **Some** students are engaging in productive struggle with sufficient scaffolding that allows them to use reasoning to arrive at grade-level meaning making. **2** — **Most** students are engaging in productive struggle but not in service of grade-level analysis. **1** — **Few** are not engaging in productive struggle.
C. Students provide accurate text evidence to support the explanation of their ideas and display precision in their oral and/or written responses. (OETF 3C.2)	**4** — **Most** students are providing text evidence in service of grade-level analysis and can explain how the evidence supports their ideas with precision. **3** — **Some** students are providing text evidence in service of grade-level analysis and can explain how the evidence supports their ideas with precision. **2** — **Most** students are providing text evidence but not in service of grade-level analysis or without adequately explaining how the text evidence supports their ideas. **1** —**Few** students are not providing accurate text evidence.
D. Students talk and ask questions about each other's thinking in order to clarify or improve their understanding. (OETF 3C.3)	**4** — **Most** students are engaged in student-to-student conversations that are in service of grade-level analysis and clarify and improve their understanding. **3** — **Some** students are engaged in student-to-student conversations that are in service of grade-level analysis and clarify and improve their understanding. **2** — Student-to-student conversations are occurring for most students, but not in service of grade-level analysis. **1** — Student-to-student conversations are not occurring for most students.
Student Mastery: Did students master or move towards mastery of the content of the lesson? (Most=85%+, Some=50%+; Few=25%+)	
Students exhibit a strong grasp of the content of the lesson.	Students are moving towards a strong grasp of the content of the lesson. **4** — Most students **3** — Some students **2** — Few students **1** — No students or little evidence

Math

OUSD Instructional Practice Guide — MATH

Standard Alignment: Does the lesson reflect the demand of the standards?	
Instruction meets the demand of the standard or pairing of standard(s), including the appropriate aspect(s) of rigor (conceptual understanding, procedural skill and fluency, application)	The instruction meets the demand of the standard or pairing of standard(s), including the appropriate aspect(s) of rigor (conceptual understanding, procedural skill and fluency, application). The instruction provides significant cognitive challenge aligned to course-level standards. 4 — Fully meets 3 — Mostly meets 2 — Partially meets 1 — Does not meet
Core Action 1: Does the lesson ensure the work of the enacted lesson reflects the focus, coherence, and rigor required by college- and career-ready standards in mathematics?	
A. The goal of each lesson reflects mathematics within the course-level standards (OETF 1A.1)	Yes — The goal of the lesson focuses on mathematics within the course-level standards. No, but appropriate — The goal of the lesson focuses on non-course-level standards in an intentionally coherent way to increase access to course-level materials. No — The goal of the lesson does not focus on mathematics within the course-level standards.
B. The goal of the lesson requires students to use language (considering language functions, not just vocabulary) to demonstrate content understanding. (OETF 1A.1)	Yes — The goal of the lesson requires students to use language functions and vocabulary within the course-level standards. Somewhat — The goal of the lesson requires students to use vocabulary, but not language functions, OR the language functions and vocabulary that students used was not within the course-level standards. No — The goal of the lesson does not require students to use language functions and vocabulary within the course-level standards.
Core Action 2: Does this lesson employ instructional practices that allow all students to learn the content of the lesson? (Most=85%+, Some=50%+; Few=25%+)	
A. The teacher consistently monitors and supports student progress towards the content and language objectives to surface misconceptions and opportunities for growth to provide feedback to students (OETF 3D)	4 — The teacher checks for understanding among most students. Feedback is provided and students are expected to incorporate feedback into their work. 3 — The teacher checks for understanding among most students and feedback is provided. 2 — The teacher checks for understanding among some students. Feedback is provided to these students. 1 — The teacher checks for understanding among few or no students and/or no feedback is provided.
B. Throughout the lesson the teacher facilitates synthesis of mathematical ideas that use verbal and written student thinking and strategies to orchestrate a discussion in order to strengthen all students' understanding of the content, and make connections to the learning goal of the lesson. (OETF 3B.1)	4 — The lesson includes activity and lesson syntheses that use student thinking and strategies to orchestrate a discussion that strengthen connections to the learning goals. 3 — The lesson includes activity and lesson syntheses with a focus on the learning goals. The teacher asks students to share their thinking or strategies and connect them to the learning goals. 2 — The lesson includes activity and lesson syntheses with a focus on the learning goals, but may ask students to share answers or solutions instead of sharing thinking and strategies. 1 — The teacher summarizes the mathematics related to the learning goals, but may struggle to accurately synthesize mathematical ideas suggested by students. Student solution methods are not shared.
C. Throughout the lesson the teacher uses instructional strategies and culturally responsive teaching practices to support equitable engagement and access for all students in order to scaffold for rigor. (OETF 3B.2)	4 — The teacher consistently provides access to course-level content by effectively using instructional strategies and scaffolds for rigor to address the diverse academic and linguistic needs of most students. 3 — The teacher provides access to course-level content by effectively using instructional strategies and scaffolds for rigor to address the diverse academic and linguistic needs of some students. 2 — The teacher attempts to provide access to course-level content by using instructional strategies and scaffolds for rigor, and meets the needs of few students.

	1 — The teacher does not use instructional strategies or scaffolds to address the diverse academic and linguistic needs of most students.

Core Action 3: Does the lesson and instruction provide support for all students to exhibit mathematical practices while engaging with the content of the lesson? (Most=85%+, Some=50%+; Few=25%+)	
A. Students do the majority of the work of the lesson by working with and practicing grade-level problems. (OETF 3B.1)	4 — Most students are doing the majority of the work of the lesson and the work engages them deeply in grade-level problems. 3 — Some students are doing the majority of the work of the lesson and the work engages them deeply in grade-level problems. 2 — Most students are doing the majority of the work but the work does not engage them deeply in grade level problems. 1 — Students are not doing the majority of the work.
B. Students productively struggle to arrive at mathematical understanding through reasoning and appropriate scaffolding. (OETF 3B.1)	4 — Most students are engaging in productive struggle with sufficient scaffolding that allows them to use reasoning to arrive at grade-level mathematical understanding. 3 — Some students are engaging in productive struggle with sufficient scaffolding to arrive at grade-level mathematical understanding. 2 — Few students are engaging in productive struggle with sufficient scaffolding to arrive at grade-level mathematical understanding, **OR** students are engaging in productive struggle but not in service of grade-level understanding. 1 — Students are not engaging in productive struggle.
C. Students display their thinking about the content of the lesson beyond just stating answers. (OETF 3C.2)	4 — Most students display their thinking beyond just stating answers in service of grade-level understanding. 3 — Some students display their thinking beyond just stating answers in service of grade-level understanding. 2 — Few students display their thinking beyond just stating answers in service of grade-level understanding, **OR** students are displaying their thinking beyond just stating answers, but not in service of grade-level understanding. 1 — Few or no students display their thinking beyond just stating answers.
D. Students talk and ask questions about each other's thinking in order to clarify or improve their own mathematical understanding. (OETF 3C.3)	4 — Most students are engaged in student-to-student conversations that are in service of grade-level understanding and clarify and improve their understanding. 3 — Some students are engaged in student-to-student conversations that are in service of grade-level understanding and clarify and improve their understanding. 2 — Few student conversations are occurring in service of grade-level understanding, **OR** student-to-student conversations are occurring but not in service of grade-level understanding. 1 — Student-to-student conversations are not occurring for most students.
E. Students connect their familiar language and mathematical ideas to increasingly precise mathematical language and ideas. (OETF 3C.1)	4 — Most students are asked to connect their familiar language and ideas to more precise mathematical language and ideas in grade-level understanding. 3 — Some students are asked to connect their familiar language and ideas to more precise mathematical language and ideas in grade-level understanding. 2 — Few students are asked to connect their informal language and mathematical ideas in service of grade-level content, **OR** students are asked to connect their informal language and mathematical ideas, but not in service of grade-level understanding. 1 — Students are not asked to connect their familiar language and mathematical ideas to more precise mathematical language.
Student Mastery: Did students master or move towards mastery of the content of the lesson?	
Students exhibit a strong grasp of the content of	Students are moving towards a strong grasp of the content of the lesson.

the lesson.)	4 — Most students 3 — Some students 2 — Few students 1 — No students or little evidence

Science

OUSD Instructional Practice Guide - Science

Standard Alignment: Does the lesson reflect the demand of the Next Generation Science Standards (NGSS)?	
Instruction meets the demand of the standard or pairing of standard(s) (NGSS)	The instruction meets the demand of the standard or pairing of standard(s). 4 — Fully meets 3 — Mostly meets 2 — Partially meets 1 — Does not meet N/A - Not applicable
Core Action 1: Does the lesson reflect the three-dimensional nature of the standards (DCIs, SEPs, and CCCs)?	
A. A learning target based on a phenomenon/focus question that's aligned to the NGSS/adopted curriculum is chosen to drive the lesson. (OETF 1A.1)	Yes - A learning target is provided and is aligned to the NGSS/adopted curriculum to drive the lesson. No - A learning target is *not* provided or it is not aligned to the NGSS/adopted curriculum. *What is the learning target driving the lesson?*
B. Materials and/or tasks integrate grade-band appropriate elements of the three dimensions of the standard(s) (i.e., DCIs, SEPs, and CCCs). (OETF 1A.1)	Yes - The materials and/or hands-on activities integrate course level appropriate elements of the 3 dimensions of the NGSS Somewhat - The materials and/or hands-on activities integrate but are not course level appropriate OR does not include all of the 3 dimensions of the NGSS. No - Materials not course level appropriate nor 3 dimensional.
C. The goal of the lesson requires students to use language (considering language functions, not just vocabulary) to demonstrate content understanding. (OETF 1A.1)	Yes — The goal of the lesson requires students to use language functions and vocabulary within the course-level standards. Somewhat — The goal of the lesson requires students to use vocabulary, but not language functions, OR the language functions and vocabulary that students used was not within the course-level standards. No — The goal of the lesson does not require students to use language functions and vocabulary within the course-level standards.
Core Action 2: Does the lesson employ instructional practices that integrate the 3-D of the standards and allow students to make sense of the content? (Most=85%+, Some=50%+; Few=25%+)	
A. Teacher monitors student progress towards the content and language objectives to elicit student ideas, share trends, highlight student thinking, including misconceptions, to provide feedback to students (OETF 3D)	4 - Teacher monitors/circulates the classroom looking for the quality of the responses and highlighting collected examples to provide feedback to make sense of the content for students which students are expected to incorporate into their work. 3 - Teacher monitors/circulates the classroom looking for the quality of the responses and highlighting collected examples to provide feedback to make sense of the content for students. 2 - Teacher monitors/circulates the classroom looking for quality responses without collecting examples to be used to make sense of the content. Some feedback was provided to a few students. 1 - Teacher does not monitor/circulate the classroom and/or teacher monitors/circulates the classroom looking for completion of tasks and not the quality of the responses.
B. Teacher facilitates discussions, asks questions, and makes explicit connections to prior knowledge and content, during investigations and explorations, and synthesizes key learnings to help solidify student learning focused on the 3 dimensions (DCIs, SEPs, and CCCs.) (OETF 3C.1)	4 - Facilitation explicitly helps students' understanding of content in a coherent manner to figure out the phenomena or address the focus question. 3 - Facilitation is explicit but does not contribute to students' understanding of content in a coherent manner to figure out the phenomena or address the focus question. 2 - Facilitation is implicit but students are able to build their understanding of the current content and coherence is lacking to figure out the phenomena or address the focus question. 1 - Facilitation is implicit and students are not able to build their understanding of content in a coherent manner to figure out the phenomena or address the focus question.

C. Throughout the lesson the teacher uses instructional strategies to support equitable engagement and access for all students in order to scaffold for rigor. (OETF 3B.2)	4 - The teacher consistently provides access to course-level content by effectively using instructional strategies and scaffolds for rigor to address the diverse academic and linguistic needs of most students. 3 - The teacher provides access to course-level content by effectively using instructional strategies and scaffolds for rigor to address the diverse academic and linguistic needs of some students. 2 - The teacher attempts to provide access to course-level content by using instructional strategies and scaffolds for rigor, and meets the needs of few students. 1 - The teacher does not use instructional strategies or scaffolds to address the diverse academic and linguistic needs of most students.
Core Action 3: Does the lesson provide opportunities for ALL students to make sense (build their conceptual understanding) of the science they are learning through the lens of SEPs and CCCs? (Most=85%+, Some=50%+; Few=25%+)	
A. Students do the majority of the work of the lesson gathering information/data to explain the phenomenon/focus question. (OETF 3B.1)	(4 - Most students, 3 - Some students, 2 - Few students, 1 - No students)
B. Students share their understanding of elements of the disciplinary core ideas (DCIs) and/or crosscutting concepts (CCCs) in order to clarify, deepen, and/or extend thinking around phenomena through hands-on activities or materials. (OETF 3B.1)	(4 - Most students, 3 - Some students, 2 - Few students, 1 - No students)
C. Students use the science and engineering practices (SEPs) to gather, make sense of, and/or critique evidence in order to explain science concepts and figure out phenomena. (OETF 3B.1)	(4 - Most students, 3 - Some students, 2 - Few students, 1 - No students)
D. Students talk, share and exchange ideas and ask questions about each other's thinking in order to clarify or improve their own understanding of scientific concepts in service of course level understanding. (OETF 3C.3)	(4 - Most students, 3 - Some students, 2 - Few students, 1 - No students)
E. Students connect the phenomena and/or the lesson activities to their personal experiences, culture and/or community. (OETF 3B.1)	(4 - Most students, 3 - Some students, 2 - Few students, 1 - No students)
F. Students consider next steps for figuring out how and why the phenomena/science concepts happens or works. (OETF 3B.1)	(4 - Most students, 3 - Some students, 2 - Few students, 1 - No students)
Student Mastery: Did students master or move towards mastery of the content of the lesson? (Most=85%+, Some=50%+; Few=25%+)	
Students are moving towards a strong grasp of the content of the lesson.	Students are moving towards a strong grasp of the content of the lesson. 4 - Most students, 3 - Some students, 2 - Few students, 1 - No students, Not Observed

Dimension:
Science & Engineering Practices (SEPs)
1. Asking questions (for science) and defining problems (for engineering)
2. Developing and using models
3. Planning and carrying out investigations
4. Analyzing and interpreting data
5. Using mathematics and computational thinking
6. Constructing explanations (for science) and designing solutions (for engineering)
7. Engaging in argument from evidence
8. Obtaining, evaluating, and communicating information

Dimension
Disciplinary Core Ideas (DCIs)
1. Life Sciences
2. Earth and Space Science
3. Physical Science
4. Engineering, Technology and the Application of Science

Dimension
Crosscutting Concepts (CCCs)
1. Patterns
2. Cause and effect
3. Scale, proportion, and quantity
4. Systems and system models
5. Energy and matter
6. Structure and function
7. Stability and change

Performance Expectations (PEs)
combine 3-dimensions for what students should be able to do at the end of instruction -- not instructional strategies or lessons. Many learning experiences lead to PEs. How to read PEs doc
NGSS PEs by grade level doc
K-12 Progression of 3-Dimensions docs

ILT Resources

ILT Playbook Resources by ILT Rubric Competency

Roles and responsibilities	Levers for Instructional Improvement (PLCs, partner planning, coaching) Team Reflection: Criteria for Success for Instructional Improvement Roles and responsibilities
Strong relationships	Building Psychological Safety Creating norms
Ability to commit to public learning and risk taking	Listening campaign Liberatory Design Mindsets
Structures, processes, and decision making	Planning for Instructional Improvement Example ILT Charters Scope and sequence example ILT Agenda templates and examples Facilitating resources Decision-making matrix
Common vision, goals, and understanding the "why"	Developing a Theory of Action Example ILT Charters
Integration of equity	Liberatory Design Mindsets Listening campaign Developing a Theory of Action Example ILT Charters
Data-driven	PLC agenda templates and examples Analyzing data and setting the focus
Strong communication and information flow	Framing and Rollout Model action plan Setting the Instructional Calendar Criteria for PD calendars 25-26

PLC Resources

PLC Playbook Resources by PLC Rubric Competency

Part I. Ensuring Students Learn with a Focus on Results: The fundamental purpose of our school is to help each student achieve high levels of learning. We engage in cycles of inquiry using evidence of student learning to promote our continuous improvement.	
a. Our PLC has identified **SMARTE goals that align with our school goals.**	SMARTE Goal Guidance
b. We engage in **cycles of inquiry** using evidence of student learning and teacher practice. We share evidence of our teaching and provide each other feedback on the quality of our work.	Cycle of Inquiry Example Plans Data Norms and Pitfalls
c. We design instruction by **internalizing lessons and units from district adopted curriculum** and integrate equity focused frameworks including task analysis for language development and culturally responsive instruction.	Lesson Tuning Template See resources under Planning for Standards Aligned Instruction
d. We define the criteria by which we will judge the quality of student work, and we practice applying those criteria when **we regularly analyze student work**.	Phases of Student Work Analysis ATLAS Protocol Calibrating on a Common Rubric Sorting Student Work Protocol
e. We **implement scaffolds and supports** that guarantee each student will receive differentiated support needed to meet standards.	See resources under Planning for Standards Aligned Instruction

Part II. Culture of Collaboration: We cultivate a collaborative and high-performing team focused on learning for all students	
a. Our PLC has a **regular meeting schedule** (at least twice a month) that ensures the continuity and quality of our work and enables us to reach the year's expected PLC outcomes.	Example PD Calendar
b. Our **PLC leader is a member of our school instructional leadership team** that aligns PLC priorities with school and network priorities and ensures that our team follows through with next steps and commitments. We name and hold each other accountable to concrete, observable next steps that will be implemented before the next meeting.	**Artifacts that show Evidence** - PLC agenda has clear measurable next steps with owners and due dates - PLC goals that are connected to a site goal and revisited often
c. Our PLC ensures that our work together pays attention to **"above the green line" areas** (structure, pattern, process) and **"below the green line" areas** (relationship, identity, information, psychological safety).	Agenda Template Roles for PLCs Norms of Collaboration

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Pathway COP Resources

Pathway Playbook using Community of Practice Continuum

Section 1: Focus Our Team on Student Learning and Use of Data to Inform Our Inquiry: The pathway community of practice is organized into collaborative teams focused on improving instruction, assessment, and curriculum to support all students in reaching learning outcomes. During Team Time, they engage in data-informed inquiry linked to student progress toward pathway outcomes, which includes analyzing student work and other assessment data to identify patterns in learning. They observe each other's teaching, share lessons and resources, and give and receive feedback.	

Pathway Resources	• Community of Practice Continuum
	  ○ Self Assess on Pathway Collaboration Rubric
	• OUSD Graduate Profile
	• OUSD Capstone Research Writing Rubric
	• **Pathway Student Learning Outcomes**
	  ○ Example Pathway Student Outcomes
	  ○ Steps to Support Implementation
	• Integration Types
	• Meeting agenda template (annotated version for reference)
	• **Planning Calendar**
	  ○ Simple Example
	  ○ Complex Example

Meeting Protocols for Instructional Inquiry	• Artifact Protocol **(slide 20)**
	• Student Work Analysis Protocols
	  ○ Analyzing Student Work
	  ○ Sample Pathway Agenda for Identifying an Instructional Goal by LASW
	  ○ Slides **(slides 47-54)**
	• **Task Alignment Protocol**
	  ○ Slides **(slides 57-63)**
	  ○ Planning template for next steps: Grade level team inquiry
	• Consultancy Protocol

Establishing Conditions	• Collective Efficacy • 7 Circles Reading ○ Additional 7 Circles Reading

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Instructional Planning Resources

6-12th Grade Instructional Planning Resources

OUSD Teachers Create High Challenge, High Support Classrooms	
Plan for standards-aligned instruction Teachers have a strong practice for planning for daily instruction that supports the development of clear criteria for success aligned to standards and academic language expectations. (see **Planning with a Language Lens**)	**Cultivate a positive classroom culture for learning** Teachers build and foster a positive classroom community that creates learning routines that support all students in having growth mindsets.
Facilitate standards-aligned instruction Teachers clearly communicate the criteria for success to students, facilitate students to engage in language routines that build their content knowledge and support academic language development for all students	**Assess student progress towards standards-aligned criteria** Teachers monitor student progress towards criteria and provide real time feedback. They collect formative assessment from students to assess effectiveness and determine next steps.

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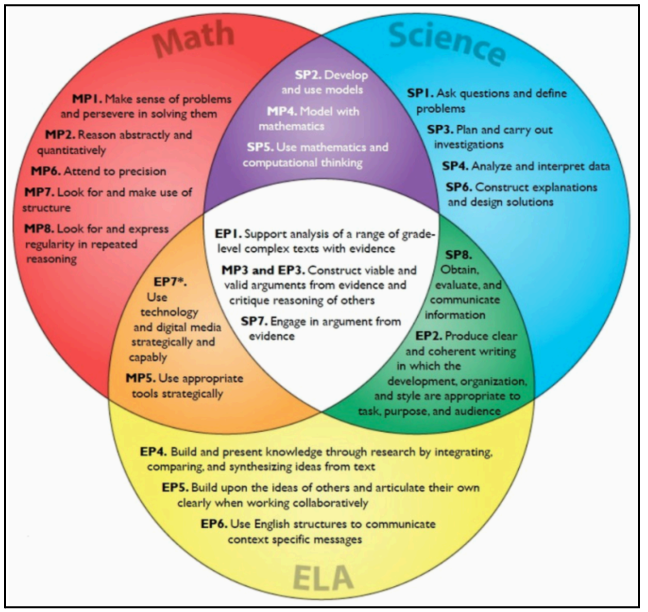
Planning with a Language Lens

Oakland families bring diverse languages and cultures to our schools that are a source of pride for us all. More than half our students speak a language other than English at home, and a third are English Language Learners (ELLs). In order for ALL students to have access to content, the language of core academic areas, or academic language, must also be taught explicitly. Secondary content teachers must see themselves not only as experts of their discipline, but also as experts of the language that is used to access the curriculum. Empowering instruction for English Language Learners (ELLs) and Academic Language Learners (ALLs) integrates core content and language development to ensure students are progressing towards college, career, and community readiness while also affirming students' assets and multilingual, multicultural identities. All students benefit when they have a chance to discuss and debate content as they develop their academic language; all students benefit when teachers add academic language lessons that explicitly teach them "how English works" across content areas. Pursuing an instructional approach that connects content and language teaching is essential for ELLs, and key for all students.



Venn Diagram showing overlapping thinking skills of ELA, Math, and Science. These overlapping thinking skills of analysis and argument have some academic language in common and some language is distinct to specific disciplines.

What is academic language?

"Language is the medium in which teaching and learning take place in schools; the medium through which we transform and develop our thinking about concepts; **and in this way, language and content are inextricably linked** (Halliday, 1993). Accordingly, language has been referred to as the 'hidden curriculum' of schooling and why school success can be seen as largely a language matter (Christie, 1999)."--*CA ELD Standards*, Chapter 4, p. 152

One way to make the invisible language of schooling, academic language, visible to our learners is to explicitly teach how language works. Academic language requires both content and linguistic knowledge. Content knowledge is embedded in language, and language conveys content through particular thinking skills.

What are the elements of Academic Language?

Because academic language is about connecting thinking skills to content, it is much more than just vocabulary words and sentence frames. While there are many ways to describe the components of academic language, the CA ELD standards advise we teach about how language works on the word, sentence, and text level. These levels can be represented by the metaphor of a brick building. The building uses individual bricks, or vocabulary, connected by mortar, which is the phrase and sentence level. The overall structure of the building is the text (or discourse) level. These ideas are explained more below.

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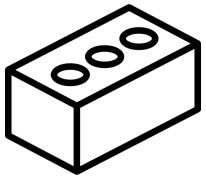
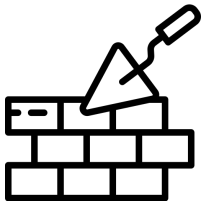
Level of Language	Description	Examples/ Resources
Word 	Vocabulary and conceptual knowledge are deeply connected. Vocabulary knowledge influences fluency, comprehension, and student achievement. At the word level, we teach general cross-curricular vocabulary (tier 2 words) and domain specific vocabulary (tier 3 words). General academic vocabulary has high utility across a wide range of topics and contexts. For example, the terms "summarize" or "justify" frequently appear in history, English, science, and social studies texts. In comparison, domain specific words are low-frequency, specialized words that appear in specific fields or content areas. Students are often unfamiliar with these tier 3 content specific words, but will need to use them in order to express complex ideas in specific academic disciplines. These are words students are unlikely to encounter outside of the content classroom, but will need to express complex ideas in specific academic disciplines.	Vocabulary Instruction in Secondary Classrooms **Tier 1 words** = everyday speech **Tier 2 words** = general academic vocabulary such as: relative, vary, formulate, calibrate, analyze. **Tier 3 words** = domain-specific words specific to a field of study: lava, legislature, circumference, aorta, industrial revolution.
Sentence/ Phrase 	We must move beyond vocabulary alone when we think about academic language. Language at the sentence or phrase level includes how we connect ideas with complex clauses and signal certain types of thinking through **functional language.** Functional language conveys thinking skills and connections between ideas. For example, in order to signal a cause and effect relationship between chemicals in a science class we may start a sentence with the subordinating clause, "When we added vinegar to baking soda," and finish the sentence with the effect and independent clause, "there was a chemical reaction that resulted in bubbling." The metaphor of bricks and mortar is helpful to understand the connection between word and sentence levels. Bricks can be thought of as the words or vocabulary specific to the topic or content and mortar as the connecting phrases and that illustrate the thinking skill.	**Common Functional Language** **Compare/Contrast** Both ____ and ____ are alike because . . . **Justification** I know _____ because . . . ____ illustrates _____… **Cause and Effect** As a result of___…Because of
Text/ Discourse 	To extend the metaphor of bricks and mortar we used with language at the word and sentence level, we can visualize the overall structure of a building when we think about language at the text (or discourse) level. At the text level, we consider the structure, organization and purpose of text. What are we building toward in terms of overall message? Texts in secondary classrooms are more complex and varied depending on purpose and audience. We must support students to understand how to access and produce complex texts including ways they are structured and also their purpose. Often, certain text or discourse	**Consider TOP:** **T**ext Type and language features **O**rganization **P**urpose **Argumentative Text** **Text type includes Language**

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	types include specific organization, purpose, and language features. Empowering students to recognize these structures and features will prepare them to access content and support them to produce academic writing that meets the demands of the standards. For example, arguments are a text type with a special place in the CCSS and they are written with particular structure and language features that connect the argument throughout the text. The purpose of arguments are to persuade others, to discuss different viewpoints, or to analyze. When students are reading or writing an argument, they should be supported with explicit instruction of how an argument is organized with a claim, evidence and reasoning that support its purpose. Academic language instruction at the text level also includes explicit instruction of connective phrases needed for that text's purpose. For example, to make counter arguments, key language includes: “some may believe…” or “While it’s true that…” Also note we use the terms text, discourse, and genre interchangeably to mean a way of communicating a message with certain purpose and language features.	**features like:** evaluative vocab like proves, illustrates; evidence is sequenced with logical order, *first, next* **Purpose**: to persuade the reader to agree w/ claim **Organization** includes claim, evidence, reasoning

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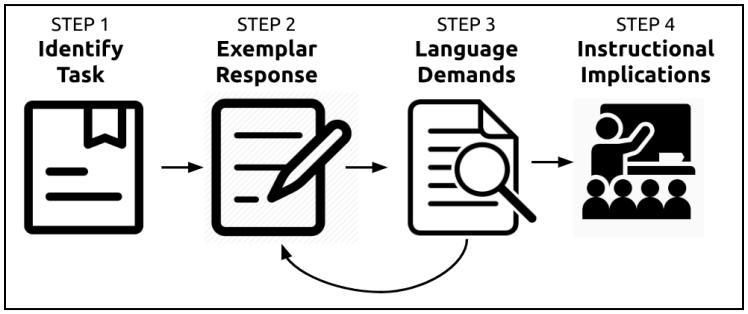
How do we teach the language of our content areas?

Secondary curriculum, with its rich content ideas and language demands, is ripe with opportunities for teaching language and content. Academic language is best learned in the context of deep disciplinary thinking and learning; you need content in order to use and learn about language. Teachers must first understand the language demands in the content they are teaching. While planning with language in mind is not always linear, we offer four steps as a way to lift up the language demands of an upcoming lesson-level or unit-level task. Planning in this way takes time in the beginning but once you build your language muscle, it will become second nature. Here* is a template with guiding questions that will take instructors through a process that includes:

1. **Identify the task.** What will students learn and how will they demonstrate this learning (through writing and/or speaking)?
2. **Write out an exemplar student response.** What would be an ideal student response for this task (aligned to grade level expectations)?
3. **Analyze response for language** at the word, sentence, and text level
4. **Design scaffolds** that address the language demands



Resources for understanding language expectations in common content areas:

Step three of the task analysis may be challenging as teachers first build their language awareness in their content area. As we noted earlier, we are all experts in content area language and the disciplinary language may be invisible to us at first. The following content area resources are designed to support teachers in finding language during the third step of task analysis. They are organized by common language found at the sentence/ phrase and text level in common academic disciplines.

Content Specific Language Lens Resources			
Humanities	**Science**	**Math**	**Comprehensive list**
Humanities_Linguistic Features of Common Text/Discourse Types	Science and Engineering Practices Language Functions Cross-Cutting Content Language Language Functions	Math Language Routine 8: Discussion Supports	Linguistic features of common text/discourse types

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Planning for Standards-Aligned Instruction

Teachers have a strong practice for planning for daily instruction that supports the development of clear criteria for success aligned to standards and academic language expectations. These tools provide teachers and teams with templates to copy to do the work of unpacking units, internalizing lessons, and planning for a year.

Unpacking Units	Daily Lesson Internalization
• Identify key learning goals for the unit • Identify key learning tasks and/or assessments in the unit • Complete the end of unit assessment and analyze the assessment through the lens of the key learning goals	• Identify the key task in the curriculum and standard(s) • Create anticipated student response • Analyze the student response to develop criteria for standards and language expectations • Review lesson in curriculum and annotate for key opportunities to incorporate language routines, explicit language instruction, and checks for understanding

The following table includes links to resources specific to the different content areas and curricula used in OUSD.

	Unpacking Units	Lesson Internalization	Instructional Plans
Cross-Content		Daily Task Analysis Summative Task Analysis	
6-12 Math	Unit Planning Guides	IM Lesson Internalization Template IM Lesson Internalization Task Card	2025-26 OUSD Secondary Math Instructional Plans
6-8 Science	Unit Planning Guide	Science Lesson Planning Tool	2025-26 Scope & Sequence
9-12 Science	Unit Planning Guide	SGI Lesson Internalization (Biology) *(Chemistry and Physics in progress)*	2025-26 Scope & Sequence - Bio 2025-26 Scope & Sequence - Yr 1 Implementation for Chem & Physics
Computer Science/ Engineering		CS/Engineering Lesson Plan	Middle School Scope & Sequence AP CSP Scope & Sequence

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6-8 ELA	Unpacking an ELEd Module	ELA Daily Task Analysis — Scaffolding Lesson Internalization Thinking Process	Grade 6 Module 1 Prioritized Plans Grade 7 Module 1 Prioritized Plans Grade 8 Module 1 Prioritized Plans ELEd Central
6-8 D-ELD	6-8 Scope and Sequence for LTEL D-ELD	Daily Task Analysis	6-8 Scope and Sequence for LTEL D-ELD
9-12 ELA	Template_Lesson Backwards Mapping Unit Prep Launch - embedded in every unit on the Fishtank website coach resource doc	FT Lesson Planning Graphic Organizer FT Daily Task Analysis	Scope and Sequence
9-12 D-ELD	Task Analysis	Daily Task Analysis	
6-8 History		Lesson Internalization Template	
9-12 History		Lesson Internalization Template	
Ethnic Studies		Lesson Internalization Template	

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Cultivate a Positive Classroom Culture for Learning

Teachers build and foster a positive classroom community that creates learning routines that support all students in having growth mindsets.

Key Resources for Cultivating Positive Classroom Culture	
Framework for Positive Classroom Community	Positive Classroom Culture Guide Positive Classroom Culture Guide is used by NTSD to train new teachers in developing a positive classroom culture.

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Facilitating Standards-Aligned Instruction using BDA (Before-During-After) strategies

Facilitating standards-aligned instruction necessitates a commitment to course-level rigor for all students, while simultaneously providing scaffolds to support access for all students–*high challenge, high support.* Establishing criteria for success begins with clearly communicating content and language objectives, so students understand both *what* they are learning and *how* their learning will be evaluated. Teachers then employ instructional strategies, including language routines, to ensure equitable engagement and access to grade-level content. This includes incorporating "just-in-time" instruction to address prior learning gaps that may hinder students' ability to engage with course-level work. Structured opportunities to talk to other students is a key scaffold, thus we will continue to focus on talk routines. Scaffolding for Rigor enables students to do the “heavy lift” of the lesson, rather than reduce the cognitive demand placed on learners. Vocabulary instruction should be integrated after a need for the content word arises within the context of the lesson, rather than being pre-taught in isolation. By adhering to these principles, educators can effectively facilitate content learning while supporting students’ language development, creating an environment where all students can achieve at high levels.

Before-During-After offers of a flexible framework to enable intentional use of the strategies to 1) prepare students for a text or task BEFORE jumping in by connecting to students’ prior knowledge and building background knowledge and language that is already assumed; 2) support students DURING the reading of text or engagement in task through differentiated language and other scaffolding; and 3) support students in expressing and extending their learning AFTER the text or task.

<table>
<tr><th></th><th>Before</th><th>During</th><th>After</th></tr>
<tr><td>Cross-Content</td><td colspan="3">• Think-Pair-Share
• Zwiers Discussion moves/ placemat / discussion cards</td></tr>
<tr><td rowspan="3">Math</td><td colspan="3">Instructional Routine & Math Language Routine Cards</td></tr>
<tr><td rowspan="2">• Math Talk / Number Talk
• Notice and Wonder
• Which One Doesn’t Belong / Which Three Go Together
• MLR 5: Co-Craft Questions
• MLR 6: Three Reads</td><td>• MLR 4: Information Gap
• Take Turns
• True or False</td><td>• MLR 1: Stronger and Clearer Each Time
• MLR3: Clarify, Critique, Correct
• MLR 7: Compare and Connect</td></tr>
<tr><td colspan="2">• Anticipate, Monitor, Select, Sequences, Connect (5 Practices)
• MLR 2: Collect and Display
• MLR 8: Discussion Supports</td></tr>
<tr><td></td><td colspan="3">STEM Language Routines</td></tr>
</table>

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STEM	• Notice & Wonder	• Compare and Connect • Lead Learners • Talk Moves • Sense-making Circle • Collect and Display	• Stronger, Clearer Each Time
Humanities	• Establishing a purpose for reading • Possible Sentences • Anticipatory Chart (example)	• Partner Reading or Clarifying Bookmark (slides) • Language Dives (aka unpacking a juicy sentence) • Text-Dependent questions	• Stronger and Clearer • Because But So

ELEducation 6-8	**Before Strategies** embedded throughout the ELEd Curriculum:
	• Infer the Topic
	• Pre-read for Homework
	• Anchor Charts
	  ○ Consistent charts to track thinking across the module
	• Note-Catchers to prepare students for what to be listening for
		During Strategies embedded throughout the ELEd Curriculum:
		• Text-Dependent Questions from the Text Guide
		• Close Reading Strategies
		  ○ Close Reading Guides embedded into particular lessons
		• Vocabulary Log
		  ○ Used throughout a module to capture important vocabulary
			After Strategies embedded throughout the ELEd Curriculum:
			• Find the Gist and Gist Anchor Chart
			• Chapter Summaries
			• Anchor Charts
			• Language Dives & Language Dive Note-Catchers
			• Consistent Note-Catchers used for different text sections
			• Homework assignments for further analysis of chapters
			• Quickwrites

Fishtank ELA 9-12	**Before Strategies** embedded throughout the Fishtank Curriculum:
	• Pre-read for Homework, “Comprehension review” section of the lesson
	• “Build Content Knowledge” section of the lesson
	• Supplemental texts/ text sets before reading core texts
	• How to successfully launch a lesson
		During Strategies embedded throughout the Fishtank Curriculum:
		• “Engaging with the Text” section of the lesson
		  ○ Text-Dependent Questions
		  ○ Close Reading Routines
			After Strategies embedded throughout the Fishtank Curriculum:
			• “Target Task” section of the lesson

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Assess student progress towards standards-aligned criteria

Teachers monitor student progress towards criteria and provide real time feedback. They collect formative assessment from students to assess effectiveness and determine next steps.

	Rubrics	Interims or Capstones
6-12 Math	For Cool Downs, Section Checkpoints, and other math written responses: • OUSD Math Content & Communication Rubric To adjust instruction based on student outcome data, consider: • The Cool Down Guidance in the IM Teacher Notes • Re-engagement Structures in Math • Differentiation Strategies in Math	• Math Interim Scoring Guides • OUSD Math Interim Data Analysis Tool_Template
6-12 Science	• SEP Rubric • CCC Rubric • CER Rubric 6-8 and Bio	• I-Checks on FOSS on ThinkLink • Interim guidance for SGI (Biology) • STEM Fair guidance for capstones
Computer Science/ Engineering		• Middle School CS Assessment v3 - TEACHER VERSION, HARD COPY • Middle School CS Assessment v3 - STUDENT VERSION, HARD COPY
6-8 ELA	• 6-8 Evidence-Based Paragraph Writing rubric • 6-8 Informative Writing Rubrics • 6-8 Argument Writing Rubrics • 6-8 Narrative Writing Rubrics	• Interim #1 Resources: Thematic Summary • Interim #2 Resources: Argument Essay (will be added once Interim #2 is finalized)
9-12 ELA	• 9-12 CER rubric	
6-8 History	• 9-12 CER rubric • DBQ Rubric Pt 1 • DBQ Rubric Pt 2	
9-12 History		

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