

New Teachers



New Teachers

Welcome to the NEW EDUCATION SYSTEM (NES)

This is a model for whole school system reform within the organization. In order to improve the outcomes for struggling students, we need to incorporate a bold and transformative approach to education where we put HIGH QUALITY INSTRUCTION above anything else.

Our goal is to ensure that classrooms are successfully implementing the NES principles and practices to demonstrate overall proficient instruction starting on the first day of school and ending on the last day of school. Most if not all components are not changeable.

Practices to Lean into (SWEET 16)

- I. Teach to the DOL**
 - A. Internalize the DOL during planning or PLC
 - B. Ensure that instruction is tightly aligned with the DOL
 - C. Anticipate areas where students may struggle
 - D. Provide students with opportunities to work on similar problems or questions during the lesson
- II. Get to the Objective**
 - A. Ensure that Bell work is done immediately in the beginning
 - B. No more than 3-4 minutes
 - C. Start teaching the objective quickly
 1. Embed scaffolds and vocabulary
 - D. Plan during PLC
- III. Use Response Cards**
 - A. At least 3 times in each class period
 - B. The question requires at least 3-5 sentences in the response
 - C. No long sentence starters
 - D. Use a timer
 - E. Students respond to something they know or recently learned
- IV. Pair and Share**
 - A. Identify the partner
 - B. Provide time
 - C. "State by the end of, you should be able to...."

- D. Both partners have opportunities to share out
- E. If students want to answer the question -LET THEM
- V. **Pick up the Pace**
 - A. Err on the side of too fast rather than too slow
 - B. Provide clear instructions without being repetitive
- VI. **Provide Multiple Opportunities or At-Bats**
 - A. Tie this into the “gradual release” strategy
- VII. **Ensure Students are Reading**
 - A. Ensure that students are reading and focus on what they are supposed to learn.
 - B. Chunking paragraphs with timers
 - C. Ensure annotations are occurring
- VIII. **Prioritize good, first instruction**
 - A. Nothing New, No “Trick Plays”
 - B. Do not focus on remediation; follow the model
 - C. Use only Zearn and Amira for supplemental curriculum
- IX. **Follow the lesson design**
 - A. I DO - Teacher Model
 - B. We Do - Teacher and students work together to solve problems
 - C. You Do - Student independent and teacher supports
- X. **Stamp Key Points**
 - A. At several points of the lesson
 - B. After each MRS engagement
 - C. Use different strategies
 - 1. Restate a student response
 - 2. Summarize
 - 3. Paraphrase a student question or answer
 - 4. Choral response
 - D. Tie it back to the objective
- XI. **Teach at grade level; provide scaffolds**
 - A. Scaffolds for support not the objective itself
 - 1. Use when students are struggling
 - B. Types of Scaffolds
 - 1. Outline of steps
 - 2. Example paragraph
 - 3. Sentence starter
 - 4. Word bank
 - 5. Chunking
 - C. Anticipate challenges
 - D. Keep pace
- XII. **Ensure Students Annotate**
 - A. Use rubric for annotating
 - B. Annotate with a purpose
 - C. Have materials readily available

- XIII. Use Student Answers and Questions**
 - A. Validate the answer that is right and or restate the part that is tied to the objective
 - B. Use an MRS strategy
 - C. Stamp the key point and connect to the objective
- XIV. Use Bell work effectively**
 - A. Students start working on bell work right away when entering the classroom
 - B. Review or Preview
 - C. Stamp Answer
 - D. Approximately 3-5 minutes
- XV. Monitor and Adjust**
 - A. Monitor to keep students on task and to assess understanding
 - B. DO not “Teach” for more than a minute for one student
 - 1. Answer quick questions or guide students
 - C. Stamp the learning or make an adjustment to support whole class understanding.
- XVI. Use Exemplars**
 - A. Use exemplars when instructing students
 - B. Exemplars must fit the lesson and objective tightly

PRACTICES TO AVOID

- I. Observer Math**
 - A. Watching someone else solve a problem instead of the entire class solving
- II. Crayola Curriculum**
 - A. A classroom approach that emphasizes coloring, cutting, collages, posters, and hands -on art rather than focused reading, writing, or content learning.
 - B. Decreases rigor/busy work
 - C. Lacks alignment to the objective and goals
- III. Struggling readers reading to the class**
 - A. Asking students who struggle with decoding or fluency to read text aloud in front of peers.
 - B. Often used in round robin, cold calling, or shared reading
 - C. Can lead to embarrassment, anxiety, or disengagement
- IV. Movie and Long Clips**
 - A. Using movies or long video clips during class as a primary activity
- V. Dark Rooms**
 - A. Keeping classroom lights off or dimmed for extended periods
- VI. Excessive Copying**
 - A. The overuse of tasks where students copy notes, text, or problems from

the board or worksheets -often without active thinking or meaningful engagement.

VII. Homework in Class

- A. Having students complete homework during class time - instead of engaging in instruction, discussion, or practice guided by the teacher

VIII. Copying Definitions

- A. Students writing down word meanings - often from a dictionary or glossary
 - without engaging with the word in a meaningful, real world, or content
 - rich context

IX. Presentations that are not tied to a rigorous rubric

- A. Presentations without a rigorous rubric are student-led project delivered without clear academic expectations, often graded on completion or appearance rather than content

X. Busy Work

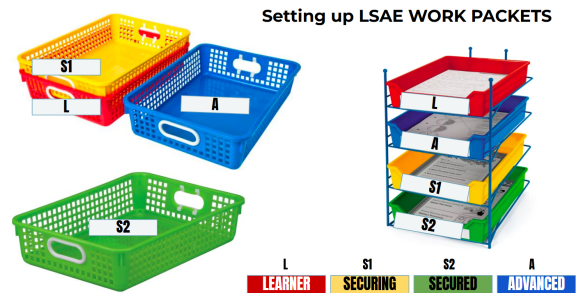
- A. Tasks that keep students occupied but offer little to no academic value or connection to learning goals.

Classroom Setup

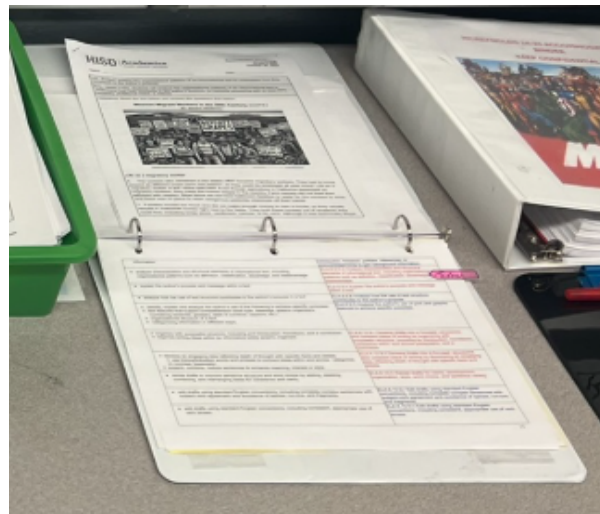


NES Classroom Setup

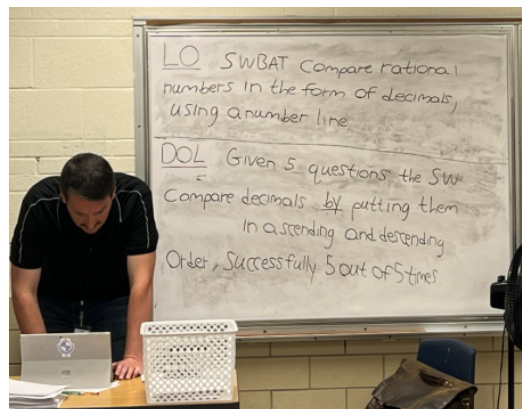
**LSAE Bins clearly marked
4 signs/4 bins**



**Curriculum map opened daily,
visible, and labeled (must be in
color) accessible and aligned
Copy of the DOL**



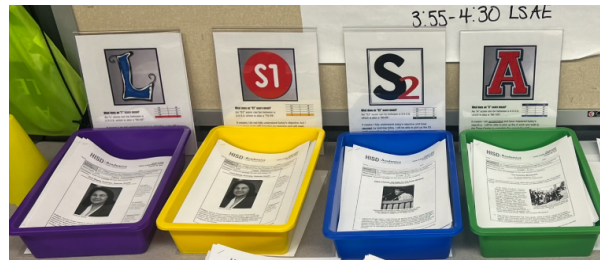
LO/DOL visible on board



Visible from all sides of the classroom

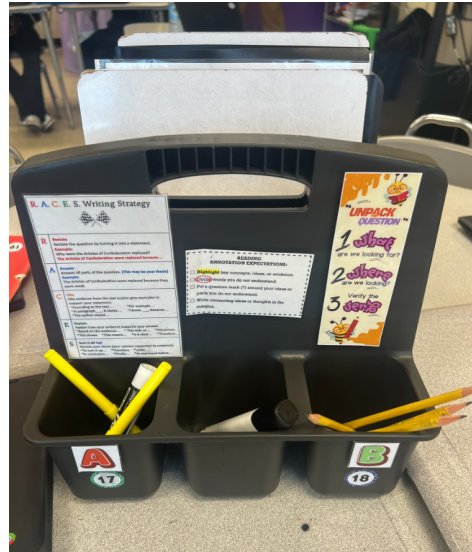


DOL with grading scales should be posted near bins



**NES Desk Setup
(Materials/Support)**

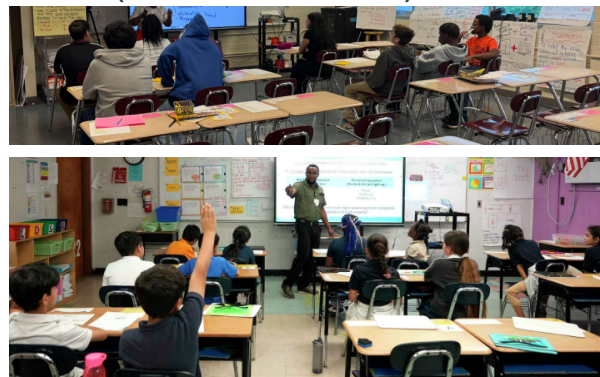
Pencil/Highlighter/Response
cards/Whiteboard
SCR/Race/ACE/Annotation



Seating arrangements:

- Students should be partnered
- Pairs or quads
- Pairs is highly recommended w/one or two trio desks in the back

In pairs/quads, students should fill in the seats starting from the front to the back. (NO RED ZONE)



Curriculum



Curriculum

Planning Docs: Curriculum Map

Provides a unit-by-unit overview of the school year, including instructional dates, learning objectives, and TEKS alignment to guide long-term planning.



1. Planning Docs-Curriculum Map



Planning Docs: YAAG

Provides a Year-at-a-Glance view of the curriculum, including units, instructional cycles, pacing, date ranges, standards, and big ideas for the year.



2. Planning Docs-YAAG



Planning Docs: Unit Overviews

Provides a week-by-week instructional plan for each unit, including daily Learning Objectives (LO), Demonstration of Learning (DOL), TEKS, genre, and instructional resources.



3. Planning Docs-Unit Overviews



Planning Docs: Unit Overviews

Contains cycle assessments, answer keys, and assessment resources used to monitor student learning throughout the year.



4. Planning Docs-Cycle Assessments





Lesson Resources: Dual Language

Contains.....



Lesson Resources-Dual Language



Lesson Resources: Math

Contains all daily lesson materials organized by instructional date, including lesson plans, student activity sheets, and LSAE.



Lesson Resources-Math



Lesson Resources: RLA

Contains all daily lesson materials organized by instructional date, including lesson plans, student activity sheets, and LSAE.



Lesson Resources-RLA



Lesson Design



NES Lesson Design

- 45 Minute Direct Teach (Tangerine)
 - I Do, We Do, You Do
 - Includes MRS strategies for student engagement
 - Writing opportunity
- 10 Demonstration of Learning (Purple)
 - Paper or Computer based
 - 5 questions; quick assessment of the day's learning
 - Immediate feedback to students on progress
 - Supports differentiation among students
- 35 Minute Reteach (Green)
 - Small group instruction by the teacher with L and S1
 - S2 and A push out to Team Center

Multiple Response Strategies

- Think- Pair- Share
 - Students have an opportunity to think about their answer. Then share with a partner to discuss it. Then share out whole group
- Table talk
 - Students at the table are engaged in discourse about a topic presented to the whole group
- Response Card
 - Students are able to write a response on a response card independently. At least 5- 6 sentences
- Whip Around



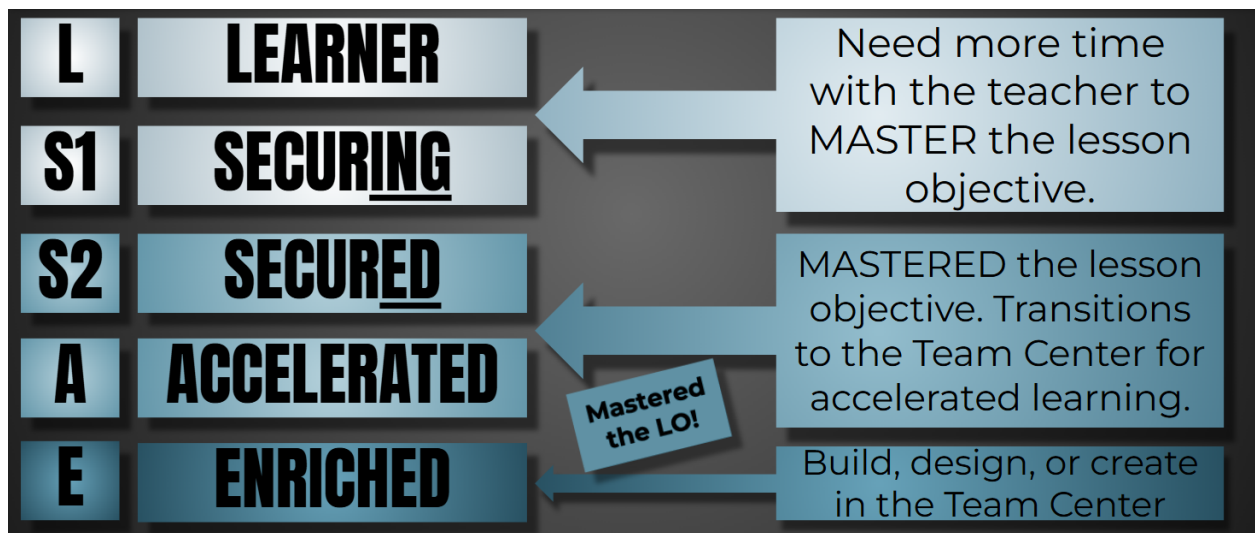
- Teacher provides a question and each student is able to provide a different answer/response than the others
- Modified Whip Around
 - The teacher provides a question and the student answers. However if they hear their answer being said then they sit down and don't have to answer.
- Quick Response
 - Quick write is a 2 -3 sentence response
- Oral/Choral Response
 - All students respond orally at the same time
- Whiteboard
 - Students use the whiteboard to be able to provide a short answer



LSAE



Learning, Securing, Secured, Accelerated, Enriched (LSAE)



L= Learning - Students who need more time with the specific learning objective. They will stay with the teacher to receive more guided practice with the objective

S1 = Student who still needs more practice with the objective. They may understand but cannot fully communicate mastery about the objective.

S2 = Students who will exit to the team center to work on more rigorous activities aligned with the learning objective. The student is proficient.

A = Students who receive a rigorous activity that is at a higher level than S2. These students have mastered the learning objective.

E = Students who have mastered the objective so well that they are able to focus on work that enriches the learning on different topics. This should focus on information and understanding that is well above grade level.

Reteach



NES Reteach

- 35 Minute Reteach
 - Small group instruction by the teacher with L and S1
 - S2 and A push out to Team Center
- Students who need it the most stay in the classroom (L/S1)
- Reteach includes MRS
 - Mixture of I do/We do
 - Teacher cognitive load versus student cognitive load continues to switch between 70/30 and 20/80 -
 - Students are mimicking and using examples from the teacher to build foundational skills towards mastery.
 - Pace and place is different than direct teach.
 - Use DOL data to help drive instruction
- Multiple at- bats
- Same spot form. You are teaching. This is not a small group intervention style.
 - Students are not working out questions on their own throughout the class period.
 - Closing the gaps for those students who need it most.

Team Center



NES Team Center

Purpose: A space that students further their learning from direct instruction either individually or in partnership with another student

Students who have mastered the objective for the day, demonstrate reading proficiency and attain an S2 or A on the DOL. There should be a system for students to continually level up in the team center.

The adult support in the Team Center should help coach and guide students to proficiency on their respective levels.

If students are in the team center at any time, they are expected to focus on their learning with a voice level of 0. This helps to maintain the purpose of the space .

- **Setup**
 - **Individual or Paired**
 - Individual -single rows
 - Paired - Paired desk
 - **Each Desk must have materials**
 - Pencil
 - Highlighter
 - **Computers**
 - For E work for leveling up
 - **Level Up Incentives**
 - Must be posted
 - **Signage**
 - Team Center Rules
 - Voice Level 0
 - Level Up
 - Incentives
 - Schedule for Team center visible

- **Adult Coach**
 - Must have answer keys
 - Model Urgency
 - Active monitoring throughout
 - Write student entry time on tracker
 - Grading in the moment
 - Encourage students to continue working independently on work
- **Level UP work accessible**
 - Instructions provided
 - Materials ready for level up
- **Student tracking sheet**
 - Data to see if students are leveling up
- **Restroom Log**
 - First 10/Last 10
 - Cones
- **Store graded work in designated area**
 - Have bins designated for each teacher or by grade and content level
- **Return grade work to each teacher by the end of the day**
 - All graded work returned to the teacher so that they have data to support student success

Systems Check

NES Systems Daily Classroom Check

Week of _____	Mon	Tue	Wed	Thurs	Fri			
ALL CLASSROOMS - ENVIRONMENT EXPECTATIONS (Ready by 4:30 PM Daily)								
1. Curriculum Map is labeled and Learning Objective (LO) for the day is clearly identified.								
2. Curriculum Binder is accessible, with internalized documents for the day's lesson available in the appropriate tab.								
3. Learning Objective (LO) is posted and appropriately written for the classroom timeframe.								
4. The Demonstration of Learning STATEMENT is posted, appropriately written for measure, and aligned to the Learning Objective (LO).								
5. Copies of the DOL are accessible and aligned to posted LO/DOL.								
6. Focus wall is prepared with appropriate scaffold.								
7. Response cards, whiteboards, dry erase markers, highlighters, and sharpened pencils are available at every desk.								
8. Classroom is neat, orderly, in pairs, and ready for learning.								
LSAE CLASSROOMS - ENVIRONMENT EXPECTATIONS (Ready by 4:30 PM Daily)								
1. LSAE Bin area is neat, clear of clutter, and easily accessible.								
2. LSAE Bins have the appropriate copies in them (amount and LO).								
3. Daily Data Tracker is updated from the previous day.								
Met Expectations:	Y	N	Y	N	Y	N	Y	N
Checked By (Initials and Time):								

