

Take responsibility MEET EXPECTATIONS GO **BEYOND**



TEACHING AND LEARNING AT ASFM

HANDBOOK

Table of Contents

[Teaching and Learning at ASFM](#)

[Practices That Support Learning](#)

[External Testing](#)

[Grading Scale](#)

[Curriculum Storage](#)

[Unit and Course Design](#)

[Curriculum and Programs](#)

[Responding to Questions 3 & 4](#)

[ELEMENTARY Specific Guidelines and Considerations](#)

[MSHS Specific Guidelines and Considerations](#)

[Frequently Asked Questions](#)

[Guidelines for Reassessment & Late Work](#)

[How do we Respond When Students do not Demonstrate Competency?](#)

[End of Unit Grades, Powerschool and Mastery Connect](#)

[Instructional Look-Fors](#)

Teaching & Learning at ASFM

ASFM is an inclusive and diverse community offering an academically rigorous university preparatory program aligned with American independent school curricular expectations. ASFM is rooted in a legacy of academic and personal excellence with a vision of ensuring that every child exceeds their personal goals.

At ASFM, we prioritize high-quality, student-centered instruction that engages students in academic discourse and aligns with grade-level standards and conceptual understanding. Our teachers, guided by Professional Learning Communities (PLCs), collaboratively plan and deliver intentional instruction to support essential learning across all grades and disciplines. We foster a culture of collaboration, using data to address students' needs and strengths, ensuring each child achieves their personal best. Our approach includes small group instruction and tiered interventions to bridge learning gaps and extend learning, promoting both academic skills and learning behaviors to cultivate commitment, active participation, and independence from pre-K through grade 12.

The purpose of the Teaching and Learning at ASFM Handbook is to foster a shared understanding of High-Quality Learning among all stakeholders. This understanding is pivotal in guiding instruction, shaping curriculum, and informing decision-making processes within our educational community.

Guiding Principles

Learners In the Classroom:

- ☐ Eagles are active learners and strive to reach their personal best by always demonstrating what they know and can do.
- ☐ Eagles may progress through learning at a different pace.
- ☐ We monitor evidence of learning to know learners' next steps and to support their needs.
- ☐ Learning occurs when something is practiced, is stored into long term memory, and can be transferred to a novel situation, and across content areas.
- ☐ Character and learning dispositions are as important as academic achievement.

Teachers in the Classroom

- ☐ We provide clarity in learning by unpacking standards into Unit Level Outcomes and Lesson Level Outcomes.
- ☐ We share what is expected of learners through clearly defined success criteria.
- ☐ We use success criteria to collaboratively assess evidence of learning to determine the next steps in instruction.
- ☐ We use timely interventions to ensure that students meet learning outcomes by responding to learning evidence in a timely manner.
- ☐ We ensure students are ready to advance each year in their academic journeys by following a standards-based guaranteed and viable curriculum.

Practices that Support Learning	
PLC Culture	At ASFM, we collaborate around evidence of student learning to help us determine our next steps in learning. ☐ We guide our work by responding to these four questions: 1. <i>What do we want all students to know and be able to do?</i> 2. <i>How will we know if they learn it?</i> 3. <i>How will we respond when some students do not learn?</i> 4. <i>How will we extend the learning for students who already know it or can do it?</i> ☐ Teachers work with partner-teachers and/or teams to plan and pace learning outcomes. ☐ Together they determine success criteria to help identify what a student should show in their evidence to demonstrate mastery. ☐ They look at student evidence to support each other in responding with next steps in instruction.
Assessment AS Learning	At ASFM, we collect evidence of student learning to respond with our next steps in instruction. ☐ Students use provided success criteria to help determine whether their evidence is ready to be submitted.

	☐ Students and teachers look at evidence to determine the type of support a student needs to move forward in learning. <u>Interventions</u> ☐ Students may receive support (feedback, more practice, re-teaching) through one to one support, small group instruction and/or PLT. ☐ PLT stands for Personal Learning Time. During this time, students receive targeted interventions. At ASFM, we believe that interventions should be timely, targeted.
Learning Behaviors	ASFM expects all students to do their personal best and make an effort to Go Beyond. Eagles are expected to be active learners, strive for excellence, and be respectful, responsible, and committed throughout their time at ASFM. These values are taught and reinforced alongside academic content in order to best ensure that students are college and career ready. Students are assessed on their demonstration of the ASFM Learner Profile (Respectful, Responsible, Committed) by way of performance standards. Performance standards reflect students' adherence to the ASFM Learner Profile and are measured in frequency descriptors (Always, Frequently, Sometimes, Rarely). <u>The Committed Learner</u> 1. I can arrive prepared for learning. 2. I can start learning promptly, give my best effort to persist in learning, and complete learning tasks in the agreed upon time frame. 3. I can show independence in seeking clarification and support in my learning.
Community Collaboration	Partnership with Parents (Visible and Current Mastery Connect and PS) ASFM believes that student success is dependent on the

	partnership between school and home. At ASFM, learning is monitored continuously by students, staff, and families to ensure ALL students meet and exceed their personal goals. <u>ELEM</u> We expect staff to report on each student's progress toward learning outcomes through Mastery Connect. Additionally, we expect parents to review this performance data and maintain regular communication with the school. <u>MSHS</u> We expect staff to communicate grades in PowerSchool (MSHS) biweekly with either formative or summative data on student academic progress and their learning dispositions. Additionally, we expect students and parents to review this performance data together and maintain regular communication with the school. When it is determined that students are consistently demonstrating the inability to meet mastery, teachers should initiate contact with parents and discuss next steps. Students should not reach the end of the semester with insufficient grades and parents have not been informed of their child's status.
--	---

External Testing			
We use external testing at ASFM to leverage the data to support student learning and make intentional decisions around instructional planning.			
	<u>Why</u>	<u>Who</u>	<u>When</u>
FULL SCHOOL			

<u>MAP Testing</u>	At ASFM, we use MAP Testing to measure academic progress and growth.	All Students Grades K-10	Students are tested toward the beginning and end of each academic school year. Students receiving additional intervention may be tested mid way through the school year to ensure intervention efforts are supporting growth.
<u>ELEM</u>			
<u>Acadience</u>	<i>Universal Screener for Reading</i> To find students who may be at risk for reading difficulties; identify skills to target for instructional support; progress monitoring at-risk students while they receive additional, targeted instruction; and assist educators in examining the effectiveness of school-wide literacy supports.	All Students Grades K-5	Three times a year: BOY, MOY, EOY
<u>IDEL</u> 7th Edition	"Interpretive Reading and Listening in Spanish," is designed to assess a person's proficiency in reading and listening comprehension in	Spanish Grades K-5	Tentative

	Spanish.		
<u>COGAT</u>	The Cognitive Abilities Test (CogAT) is an aptitude test designed to estimate students' reasoning and problem-solving skills. Unlike tests that measure what a student has already learned, the CogAT focuses on analytic and problem-solving abilities rather than specific knowledge.	Grade Levels 2 and 4	Proposed Mid YEAR for planning of SY 25/26 Gifted Response
<u>MSHS</u>			
<u>PSAT</u>	The PSAT gives us an early indication of college and career readiness. It also gives students information on the skills and knowledge they still need to work on.	All Students in Grade 10 & 11	Grade 10 students test in April and grade 11 students test in October.
<u>SAT</u>	The SAT gives us an indication of college and career readiness.	All Students in Grade 11	We recommend students take the SAT in March and June. Some students may also need to test in September of their senior year depending on how they score in grade 11.

AP Testing	AP Exams are standardized exams designed to measure how well students mastered the content and skills of a specific AP course. AP exams occur at the end of the year and serve as the final summative assessment for the AP Course.	All students enrolled in AP courses in grades 10–12.	AP testing occurs in May. Dates are released by the College Board at the start of the school year.
-------------------	---	---	--

ASFM Grading Scale

Grading Scale and Language

We know that it is essential for ASFM to align what we do with what we believe (O'Connor, 23). The grading scale and policy below seek to honor the above principles and provide clarity for staff, students and families.

Grading Scale

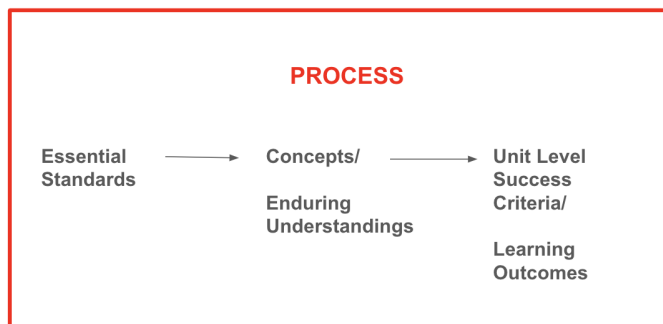
ASFM courses are built around several Unit Level Outcomes (ULO). A ULO identifies a conceptual understanding. Each unit and ULO, regardless of the academic discipline, is informed by standards and transferable learning. ASFM draws on Common Core, NGSS, and the C3 standards to ensure alignment with the United States Curriculum. The standards adopted by ASFM are conceptual because rigor lives in the concepts, not the content.

In order to reach a conceptual level of understanding, students must first master a Unit's various Lesson Level Outcomes (LLOs). LLOs are the content knowledge and skills students need in order to meet the essential standards in a Unit. LLOs serve as building blocks and are assessed along the way of a student's learning journey. Mastery of the LLOs ensures students meet grade level standards and are ready to advance to the next level.

- Mastery of the LLOs (i.e. “knowing the stuff”) is identified with a grade of Competent.
- Mastery of the LLOs and conceptual connections is identified with a grade of Connected.

MSHS

- Mastery of the LLOs and the ability to transfer concepts is identified with a grade of Complex.
- A grade of approaching, beginning, or no evidence indicates the student has not met the standard and requires remediation. Remediation is offered in the Winter and Summer for an additional cost.



Terminology	NG	Beginning	Approaching	Competent	Connected	Complex (MSHS)
ASFM Numeric Value	0	1	2	3	3.5	4

For each major assessment, teachers will develop rubrics that make clear the Unit Level Success Criteria that a student must meet in order to receive a 3, 3.5 or 4. These rubrics will be based on a common understanding of Competent, Connected, Complex as highlighted below:

0-No Evidence of Learning	
1-Beginning	• Learners require targeted intervention/reteaching by the teacher to support progress toward the course lesson level outcome(s). • Learners' skills are emerging.
2-Approaching	• Learners require additional independent practice and/or minimal feedback and relearning to meet the expectations of the course lesson level outcome(s). • Learners are making progress toward the LLO.
3- Meeting (ELEM) Competent (MSHS)	• Learners have met the course lesson level outcome(s) (LLO) and can independently recall, restate and reproduce knowledge. • Learner can also demonstrate how their knowledge can be used to answer questions, address problems, accomplish tasks, or analyze texts and topics.
3.5-Connected	• Learners think critically to apply and transfer knowledge and skills to engage in conceptual/rich tasks. • Learners are able to explain, analyze and justify various concepts and solutions.
4-Complex (MSHS)	• Learners have reached a high level of cognitive demand. • Learners can consider multiple viewpoints to extract valuable insights. • Learners can engage in complex reasoning, synthesis, and evaluation of information to demonstrate deep understanding and apply their knowledge in sophisticated ways.

Adapted from Maverik Education's Depth of Knowledge

Curriculum Storage

Unit Level and Lesson Level Outcomes are identified in each course's Unit Planner that can be accessed here on our ASFM Curriculum Storage Website. Here you will find a Year at a Glance (YAG), Unit Templates and Teacher Resource Pages. It is important to remember that the ULOs and LLOs are what ASFM "holds tight". These outcomes cannot be changed without prior approval from CRs, Heads of Academics and Deans of Academics.

<https://sites.google.com/asfm.edu.mx/curriculumstorage/home>

Understanding Conceptual Unit Design

ASFM units, regardless of department, follow a similar Unit Template. The common template for Unit Design can be found below and on the ASFM Curriculum Storage Website. Each unit contains the following information:

- Unit Title
- Length of Unit
- Essential Standards
- Supporting Standards (If Applicable)
- Essential Understandings/Unit Outcomes
- Unit Level Success Criteria
- Lesson Level Outcomes

Date Updated (Mo./Yr.)

Take responsibility MEET EXPECTATIONS **GO BEYOND**

SUBJECT

Unit Title		
LENGTH OF UNIT:		
Essential Standards:	Supporting Standards	
	•	
	•	
Unit Essential Questions:		
Enduring Understandings/Unit Level Outcomes:	Unit Level Success Criteria	Lesson Level Outcomes

In addition to the Unit Templates you will find a Teacher Resource Page. Teacher Resource Pages include:

- Unit Plans
- Learning Loops/Bends (with success criteria)
- Common Formative Assessments
- Summative Assessments

LEARNING LOOP 1		
LEARNING OUTCOMES (Essential Standards) I can...	SUCCESS CRITERIA My evidence will show success when it...	EVIDENCE OF LEARNING
LEARNING LOOP 2		
LEARNING OUTCOMES (Essential Standards) I can...	SUCCESS CRITERIA My evidence will show success when it...	EVIDENCE OF LEARNING

Units are divided into different learning loops/bends. A learning loop/bend is a chunk of learning within a unit that identifies essential standards and lesson level outcomes that are needed to progress in a Unit. Each learning loop culminates in a common formative assessment (CFA).

Common formative assessment occurs when a team **collectively gathers evidence of learning** at crucial points in the instructional journey, **so their students have a chance to improve** upon their learning. Members of collaborative teams use the **power of common formative assessments** (CFAs) to **ensure that each student attains the learning target**. CFAs assess students' understanding of Lesson Level Outcomes (LLO) and are given prior to a summative assessment.

Common Summative Assessments measure student understanding of Unit Level Outcomes (ULO) and may take place at any point of the unit as long as the timing is consistent with the measurement of ULOs, not exclusively at the end of a unit. Students are expected to demonstrate mastery (competent, connected, complex [MSHS]) of all ULOs for each unit.

Curriculum and Programs	
<u>ELEMENTARY</u>	
Subject Area	
Phonics	K-3 UFLI and G4-G5 Morpheme Magic
Reading	Units of Study; Amplify CKLA (<i>Trial</i>)
Writing	Units of Study
Science	NGSS
Math	Open Up Math
PE	Units aligned to the SHAPE standards
Fine Arts (Music and Art)	National Core Art Standards
Technology	Units aligned to the ISTE standards
Spanish	CCSS aligned units
<u>MSHS</u>	
Subject Area	
ELA	Common Core
Socials Studies	C3 Framework
Science	NGSS
Mathematics	Common Core
Fine Arts	National Core Art Standards
Business & Technology	International Society for Technology in Education
Spanish	Common Core

ASFM: Responding to Q3 and Q4

How will we respond when students do not know it or are unable to do it and How will we respond when students already know it or are able to do it

Data Review: Responding to questions 3 and 4 requires us to examine our student performance data on a regular basis. In addition to closely monitoring daily formative data, we ask that you engage in data reviews with your partner teacher after each CFA. To do so, please do the following step:

1. Sort your evidence and determine groupings
 - a. Who got it
 - b. Who is almost there & needs slight reinforcing
 - c. Who didn't get it and needs reteaching/reinforcing through small group instruction (which CAN happen in the classroom).

Please remember the 80/20 Rule: If 80% of your students *DO NOT* demonstrate competency, then you need to stop and reteach as a whole group. You can still provide extensions for those that do meet expectations.

2. If 80% of students did get it, you need to plan the strategies you will use to support students in learning and demonstrating competency and identify the support needed to improve student outcomes. Here is a [Tiered Strategy resource](#) that could be used.
3. Determine what students didn't get and engage in reflective practice with your partner teacher:
 - a. What skills are students missing?
 - b. What strategies will you implement to improve outcomes for struggling learners?
 - c. What resources are you utilizing to address the deficiencies?
 - d. What assistance from the Instructional Coaches/ HoAs/ DoAs would you need to help students make academic progress?
 - e. Is support required at the grade level?
4. Which students did get it?
 - a. How can we extend learning and push them beyond?
 - b. What does this look like?

ELEMENTARY Specific Guidelines and Considerations

Assessment Guidelines	
Aspects of a Rich Task in Math	☐ <i>The task can be completed in 30 minutes or less by most students.</i> ☐ <i>The problem assesses student's understanding of the big "a-ha" of the unit and addresses the unit's ULOs.</i> ☐ <i>The problem asks students to produce models, words, equations to explain their thinking.</i> ☐ <i>Students at any level can step into a problem even when the route to a solution is unclear.</i> ☐ <i>The language in the prompt is accessible or teacher support is embedded in the task.</i> ☐ <i>The problem comes in a context that students are not familiar with.</i> ☐ <i>The problem allows for different methods to be used to solve it.</i> ☐ <i>The problem may have different possible answers.</i>

MSHS Specific Guidelines and Considerations

Frequently Asked Questions

What do we mean when we say Concept-Based Learning?

At ASFM Courses are built around several Unit Level Outcomes (ULO) that identify a conceptual understanding.

Concept-Based Learning focuses on developing transferable understandings. A concept is defined as "an organizing idea with distinct attributes that are shared across examples" (Stern, Ferraro, Duncan, & Aleo, 2021). This approach relies on foundational knowledge and skills to foster a deeper conceptual grasp. In a Concept-Based classroom, knowledge and skills are strategically utilized to support students' progression from basic to advanced conceptual thinking (Erickson et al., 2017).

What is a ULO and how is it created?

A ULO is a unit level outcome. Implying backwards design, teachers identify what students should know and be able to do at the end of each unit. Each unit and ULO, regardless of the academic discipline, is informed by standards and transferable learning. ULOs are created by":

1. Reviewing the essential standards.
2. Determining the "organizing ideas"/concepts that inform the unit and course and will allow students to transfer their learning to new situations.
3. Teachers can draw disciplinary concepts/ideas from the following areas:
 1. Science - Cross cutting concepts
 2. Math - Clusters
 3. English - Strands
 4. Socials - Disciplines
 5. [Concepts Samples](#)

What is Unit Level Success Criteria?

Unit level success criteria identifies the skills and knowledge students need to demonstrate to demonstrate a complex understanding of the ULO. ULO success criteria is developed at the start of the unit by teachers.

How is unit level success criteria developed?

Once teachers have identified the ULOs and LLOs they work with their partner teacher, the essential standards, and the grading scale to determine the criteria for success for each ULO. Success criteria for ULOs is written at the Complex level while success criteria for LLOs is written at the competent level.

What are the characteristics of a Summative Assessment:

- ☐ should be a new situation/scenario.
- ☐ consider and empathize with **multiple** viewpoints and understand the implications of different perspectives on a particular issue.
- ☐ **make informed and rational decisions** in situations where multiple factors and uncertainties need to be considered.
- ☐ critically **evaluate and analyze** written materials, research, and data to extract valuable insights and information.
- ☐ identify and **solve complex problems**, often by breaking them down into smaller, manageable components and **applying critical thinking skills** to find possible solutions.

ASFM Guidelines for Reassessment and Late Work

Eligibility & Requirements

The reassessment process should allow students to engage in reteaching of concepts not mastered on the CFA. This process should be student-centered and address specific areas requiring reinforcement. Teachers will accomplish this by:

- Having students complete additional learning and/or missing learning activities.
- Allowing students to engage in learning activities that employ different strategies.
- Utilizing teaching partners to collaborate on alternative methods for teaching the LOs.

Measuring Student Competency

Teachers may use a variety of forms to collect reliable evidence of learning to determine if a student is competent on a particular outcome (3 or higher). To be reliable, the formative assessment must be:

1. Performed Independently;
2. At the rigor level of the success criteria

What does this look like?

Teachers should conference with students who require reassessment (have less than 3) in order to:

1. Review the LLOs that they did not master.
2. Assist students in creating a plan to prepare for reassessment (i.e. reteaching, PLT, etc.)
3. Refer any student who has not given a good faith effort to reassess or relearn to the MSHS DoA for follow up.

Summative Assessments

Students must demonstrate retention and competency on the summative assessment in order to earn a grade of 3 or higher. Summative assessments are not

eligible for reassessment with limited exceptions (consult DOA and Student Academic Success Team). A student's performance on a summative assessment should not be a surprise as you have been formatively assessing the student all semester/year. As a reminder, summative assessments do not need to measure all ULOs. Shorter units may measure one ULO, while longer units measure multiple ULOs.

Guidelines for Extensions

ASFM students are expected to submit work on time. This includes taking the common formative assessment consistent with the assessment calendar.

There may be extenuating circumstances which require students to request extensions. Extensions should be granted by the teacher if the student has presented justification in advance of the deadline and the teacher believes that it will yield better results for the student. Extenuating circumstances could include:

1. Out of state travel for a funeral.
2. The student has identified multiple assignments due in a particular grading period and is proactively seeking assistance.
3. Social/Emotional challenges the student has identified in advance and is proactively working to manage in advance of the deadline.

You will need to use your professional judgment, but extensions should be the exception, not the norm.

Homework Policy & Deadlines for Submitting Work

Guidelines for MSHS homework are outlined in the MS and HS handbooks. These are copied below.

Middle School:

Students at ASFM pursue a rigorous course of study. It is expected that homework will be a necessary component for successful completion of student coursework. The purpose of homework is to practice skills taught that day in school or to prepare students for future work. Parents will be notified if homework is frequently incomplete.

The total amount of time a student spends on homework, preparation for

tests/quizzes, and project work should average within these guidelines for most students: Grade 6 is about 45 to 90 minutes daily, Grade 7 and 8 is about 1 to 2 hours daily.

High School:

Students at ASFM pursue a rigorous course of study. It is expected that homework will be a necessary component for successful completion of student coursework. The purpose of homework is to practice skills taught that day in school or to prepare students for future work. Parents will be notified if homework is frequently incomplete.

The total amount of time a student spends on homework, preparation for tests/quizzes, and project work should average 1.5 – 3 hours daily for most students in Grades 9–12, unless involved in advanced courses.

Additionally, teachers should

1. Make sure students understand what is being asked, how to do it, and why the assignment is relevant (purpose of their homework) – (Marzano, Gaddy, and Dean, 2000)
2. Not assign homework to teach new material – (Cooper, 2001).
3. Ensure students have the content knowledge and skills necessary to do their assigned homework.
4. Establish deadlines for homework assignments that allow for enough sleeping time for students. The recommended maximum time for submission is 9:00 pm when applicable. While we recognize this will be new, and challenging for high school students, it is important we reinforce the importance of time management while simultaneously ensuring wellness among our students.

How do we Respond When Students do not Demonstrate Competency?

Below is an outline of the steps teachers and administrators will take when students do not demonstrate competency – throughout the unit and at the end of a unit.

Formative Assessments

When a student scores an NG on a formative?

- Teacher will contact the student, parent and DOA/DOS via the student tracking form. An automated email will be sent notifying these individuals that the student did not submit work which will prompt a conversation between the student, DOS and counselor to determine next steps and level of intervention.

When a student scores a 1 on a formative?

- Teacher engages in in-class intervention (i.e. small group instruction and tier 2 interventions). Students are flagged in grade level meetings to determine underdeveloped skills and increased progress monitoring. PLT is used as needed.

When a student scores a 2 on a formative?

- Teacher continues to reinforce concepts in class, uses PLT as needed and alerts HGLs and Deans if a student fails to make progress prior to the summative.

Summative Assessments

When a student fails a summative assessment?

- At the end of each unit partner teachers will meet to review student data – specifically they will examine the number of students who did not earn 3 (competent) or higher and will gather with a student academic success team to review:
 - **How many students did not earn a grade of 3 or higher?**
 - If more than 20% we will push the teachers to examine instruction, validity and level of LLOs, and the reteaching/restructuring necessary for 80% of students to reach competency.

- **If 80% of students did achieve competency, the student success team will proceed with further data analysis:**
 - **Observe/State:**
 - How many, and which students did not earn a 3 or higher?
 - Were and which students were able to earn competency previously (i.e. is this an issue of assessment anxiety)?
 - What skills/LLOs were students not able to acquire/meet?
 - Student attendance and behavioral data.
 - Student evidence form previous formative assessments
 - **Infer:**
 - What could be barriers preventing student success?
 - What might assist the student in demonstrating competency?
 - What instruction/intervention could assist the student to reinforce understanding?
 - **Next Steps:**
 - Develop a student success plan that includes a plan for reteaching/relearning, increased intervention/support, progress monitoring and a date for review. The student success team should include a dean counselor, teacher and coach and consider the impact on student grades (i.e. upon successful completion of the learning what happens to the student's grade).
 - Plans should be communicated out to the student, parent, and MAPPs teachers for review and follow up.
 - Review student success plans at MTSS so we can monitor active and closed plans.

Reporting MSHS End of Unit Grades in PowerSchool

End of unit grades are reported in PowerSchool for each ULO. Students may be awarded a grade of Complex (4.0), Connected (3.5), Competent (3.0), Approaching (2.0), Beginning (1.0), or No Grade (0).

Each LLO and ULO should be posted to PowerTeacher Pro. However, only summative assessments are factored into a student's GPA. Teachers must post grades for each ULO. PowerTeacher will report a grade in progress on a running average.

We have asked that grades be posted approximately every two weeks (PS) and that within one nine-week grading period students have 3 formative grades and a minimum of 2 summative grades.

End-of-Term Grades

End-of-term grades are reported using either a 5-point scale. The end-of-term grade is calculated by averaging the unweighted grade for each ULO. Students must earn a Competent grade to pass a course.

Instructional Expectations and Look-Fors

At ASFM teachers are expected to plan with intentionality. We do not require the submission of lesson plans. Instead, we ask that teachers use eight instructional expectations to guide their instruction and planning. Additionally, we provide all teachers with a suggested lesson schema to assist in planning. Teachers can use these documents as rolls for reflection prior and to and after delivering a lesson.

8 Effective Instructional Strategies Adapted from Solution Tree	
	Students began class with a warm-up or do-now activity to review prior knowledge or set the stage for new learning.
	The teacher posted and explained the learning targets or objectives for the day at the beginning of class.
	Students participated in at least three to five activities; the lesson was chunked into multiple learning segments .
	The teacher employed effective checks for understanding throughout the learning segments.
	Students were physically active during at least one of the lesson segments (for example, hands-on activities, manipulatives, student response systems, or kinesthetic activities) and did not merely sit at their desks through the whole class.

	Students interacted with peers during at least one of the lesson segments (for example, cooperative groups, think-pair-share, or class discussion), as evidenced by the presence of productive noise.
	The teacher engaged students from bell to bell and limited downtime (effective transitions between activities, no packing up early and waiting by the door, and so on).
	Students participated in a closure activity that reviewed or summarized the learning of the day (for example, quick formative assessments, exit slips, summarization activity, or reflection on learning objectives).

Take responsibility MEET EXPECTATIONS **GO BEYOND**