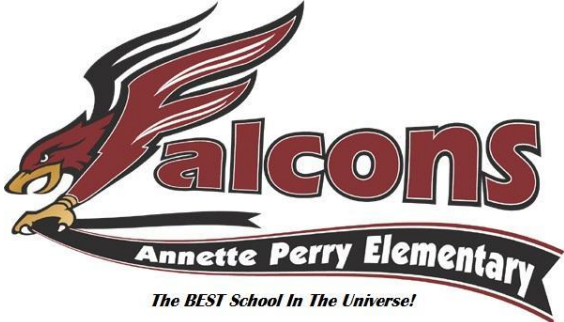


# Perry Instructional Guide

(non-negotiables)

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## PLCs

- **One Thing:** Perry teachers will deliver RLA Tier 1 instruction aligned to the content, context, and cognitive rigor.
- Teachers will meet weekly to do one or more of the following tasks:
  - o Unpack the TEKS/Standard.
  - o Create common formative assessments for upcoming unit/lesson.
  - o Plan the upcoming week or unit.
  - o Review data collected from common formative assessment and create lesson plans in response to this data.
  - o Review data collected from summative assessments and create lesson plans in response to this data.

## Lesson Planning Expectations

- Lesson plans must be discussed among everyone who will teach the lessons to assure firm understanding. This must be more than just sharing a copy of the plans.
- Participants will agree on which activities best align to the TEKS and write them in the plans.

## Lesson Planning for Co-Teach

- Sped teacher plans once a week with GenEd teacher during planning, afterschool, or some other time of your choice.

- Sped teacher puts SI plans in Planbook.com
- Sped teacher teaches students while in GenEd classrooms (never just observing.) This could be a small group or individual. It can be any length of time that is allotted.

## Lesson Plan Contents

- Posted on Planbook.com by Thursday 3:30pm
- Art, Music, Technology, and Specialists will not use Planbook.com. Instead, you will use googledrive and share your drive with both administrators.
- Same plans across the grade level with the exception of differentiation details for certain individual students and/or student groups.
- Includes at Minimum:
  - o **Time Block & Subject Name**
  - o **Objective/TEKS**
  - o **Framed Lesson** -- We will... and I will... statements that will match what is posted on the wall.
  - o Activity specific for each day/lesson that week.
    - List at least 3 questions that require **cooperative learning** - all students share their thinking by responding, interacting, or participating in the learning discussion (Stand-Up Hand-Up Pair-Up, Purposeful turn and talk, number game, round robin, rally robin, etc.)
    - Group discussion questions can include Kilgo stems, lower level content specific questions, and others...
  - o List the student **product/outcome**.

## Lesson Framed/Framed Lessons

- The teacher will clearly post the "We will... and I will..." statements on the wall/board in a prominent area before classes begin that day.
- Kid-friendly language that explains the learning objective (We will...) and the activity/assignment/product (I will....) that the student will "do."
- Keep visible all day.

## Perry Pride Boards

Each homeroom teacher has a bulletin board in the hallway to display student work at the beginning of the weeks scheduled below. This schedule is aligned with times that we will have parent visitors on campus. (We're no longer following the schedule of the 3rd and 6th week of the Six Weeks.)

Date	Subject
9/4	Math/Sci/SS
9/25	Writing: Parent Prep Night
10/23	Writing for Family Night and Parent Conferences
12/4	Math/Sci/SS

Date	Subject
1/8	ELAR
2/12	Writing: Family Night/Open House
4/1	Math/Sci/SS
5/6	Writing: EOY Writing

- The team will select one classroom assignment that students completed in class. Every student will have their assignment posted with no grading on it.
- The far-left side of the bulletin board will have the following in this order:
  - o Title "Perry Pride"
  - o Teacher Name (ex. "Mrs. Jones' Class")
  - o Framed Lesson for that assignment.
  - o TEKS/SEs listed with the verbs underlined.
- The contents of the rest of the bulletin board will be the student work samples.
- Teachers may individualize the décor of these bulletin boards, but please do not add additional content that is not directly aligned with the current assignment displayed on this board.