

Instructional

EXPECTATIONS

Contents:

- Pre-Kindergarten

ELEMENTARY

- English Learners
- Special Education
- Reader's Workshop
- Writer's Workshop
- Literacy Skills Block/Word Study
- Mathematics
- Science
- Social Studies
- Visual Art, Media Arts, Music, Theatre, and Dance
- Health Education
- Physical Education

MIDDLE

- Reader's Workshop
- Writer's Workshop

SECONDARY

- English Learners
- Special Education
- English Language Arts
- Reading
- Mathematics
- Science
- Social Studies
- Visual Art, Media Arts, Music, Theatre, and Dance
- Health Education
- Physical Education



PRE-KINDERGARTEN CONTENT AREA: Early Childhood Workshop

CLASSROOM ENVIRONMENT/ROUTINES:

- Spaces for groups of different sizes and activities are available (i.e., small groups, large groups, quiet, active).
- Classroom is organized into learning centers that intentionally provide hands-on experiences for children.
- A variety of reading and writing materials are accessible for children, and centers consistently contain props that prompt children to read (ie: signs, checklists, cookbooks) and write (i.e. clipboards, telephones, menus, catalogs).
- Established routines are followed, and positive behavior and mutual respect are evident.

TEACHER'S DAILY INSTRUCTION

EASE INTO THE DAY 15 minutes

- Make a personal connection and greet each child.
- Assist children as they sign in for the day, providing scaffolding supports based on individual needs.
- Intentionally create an environment for calm, quiet activities while engaging in extended conversations, facilitating peer interactions, monitoring the classroom and providing support as needed.

MORNING /AFTERNOON MEETING 20 minutes

- Sit in a circle with children to foster direct communication among all class members.
- Lead a greeting to ensure a teacher or a peer individually acknowledges each child.
- Create a Daily Message, with predictable text, with one clear teaching point.
- Scaffold children with comprehension and reading skills, using a Read Aloud that reflects the Area of Study.
- Engage children in a conversation about the read aloud.

SMALL GROUP INSTRUCTION 15 minutes

- Provide targeted skill instruction.
- Implement a rotation schedule, based on areas of need revealed by data, to facilitate differentiated instruction in reading, writing, math and social skills
- Facilitate small groups of 4-6 children, and provide independent learning tasks for children to practice skills.
- Monitor and document students' learning.
- Maintain a small group schedule that is fluid, based on data, and changed as necessary.

ACTIVE LEARNING 45-60 minutes

- Intentionally design activities to extend the daily lesson by inviting creative expression and providing independent practice for targeted literacy, math and science skill development.
- Consistently engage in extended conversations with and between children.
- Join in children's play when appropriate to extend learning while consistently scaffolding children to plan play and assist them in completing center activities independently.
- Provide many opportunities for children to engage in critical thinking with peers and/or adults.

REGROUP TO REVISIT 10 minutes

- Gathers with students in a large group to revisit an idea from the day and/or connect to the next day's activities through one or more of the following methods:
 - Reviewing teaching point
 - Highlighting children's work/thinking
 - Participating in an interactive Read Aloud
 - Creating a plan for adding to existing work
 - Making suggestions for what children can do the next time they come to school

PRE-KINDERGARTEN CONTENT AREA: Early Childhood Workshop

STUDENTS

- Are learning new information, practicing and expanding on something they have learned, sharing and problem solving in a safe environment.
- Are engaged in conversations and learning with teachers and peers to construct deeper knowledge through large group, independent or small group, and hands-on experiences.
- Are reading, talking about their reading, or writing about their reading.
- Are learning necessary skills to be talkers, readers and writers.

ASSESSMENT

- Teachers use ongoing classroom formative, & summative assessments, including observation and screening tools.
- Teachers use multiple data points to determine students' needs and plan for instruction.
- Teachers monitor and document progress for all students.



Early Childhood Workshop (ECW) is a 2.5 hour session, integrating reading, writing, math, science and social skill instruction.

The Early Childhood Workshop (ECW) is an emergent, standards-based framework which utilizes child data and a variety of early childhood curricula resources to plan instruction.

The ECW model aligns with structures children will later encounter in Reader's and Writer's Workshop.

Learning activities are created with the understanding that children are inherently competent, curious and social.

Teachers develop clearly defined learning objectives by an identified standard, children's individual data, formal assessments and teacher observations.

ELEMENTARY: English Learners

CLASSROOM ENVIRONMENT/ROUTINES:

- Core curriculum is accessible to EL teachers and classroom teachers.
- Resources are available and accessible to EL students and teachers.
- Evidence of inclusive classroom community of EL students integrated with non-EL.
- Shared classroom teaching spaces between EL teacher and classroom teacher.
- Language and content support is available for students through proper use of bilingual education assistants.
- Evidence of linguistic and cultural backgrounds of students being acknowledged.

EL TEACHERS, IN COLLABORATION WITH CLASSROOM TEACHERS

- Engage in instructional collaboration, including:
 - Planning for differentiated instruction for all content areas.
 - Using a variety of co-teaching approaches.
 - Assessing, progress monitoring, and sharing of student progress.
 - Reflecting on the collaborative process and making adjustments to teaching practices.
- Explicitly teach academic language needed to access grade level standards.
- Activate and strengthen students' background knowledge.
- Promote and support oral interaction and extend academic talk.
- Preview and review vocabulary and content concepts.
- Differentiate instruction with regard to content, process, and product.

EL STUDENTS

- Actively participate in classroom activities.
- Show progress in English language proficiency as they work towards grade level standards.
- Engage in learning language through content.
- Practice social and academic oral language.
- Learn together with non-EL students through interactions and activities.
- Use first language to clarify understanding, when needed.

IDENTIFICATION + ASSESSMENT OF EL STUDENTS

- Identification and placement of EL students is determined by:
 - Home Language Questionnaire (required by state law for ALL students including English speaking students).
 - Initial English language proficiency assessments:
 - K-WAPT in Kindergarten.
 - W-APT in grades 1-5.
- Required English Language Assessments:
 - ACCESS for grades K-12.
 - Alternate ACCESS for some Special Education identified students.
- Levels of service determined by MCAIII, W-APT, ACCESS, and Student Needs Report
 - Direct Service.
 - Support Service.
- Individual and class progress are monitored with both formative and summative assessments.

PARENT QUESTIONS?



Learning Standards publications are available for teachers and parents in English, Hmong, Somali and Spanish.

ELEMENTARY: Special Education

CLASSROOM ENVIRONMENT/ROUTINES:

- The room is arranged to provide instruction for a variety of learners.
- There is access to multiple print materials.
- Established routines are followed and positive behavior and mutual respect is evident.
- Teachers use general education curriculum materials with differentiated instruction, Universal Design for Learning (UDL) tools, and Assistive Technology (AT) tools.
- Standards are posted.

SEPARATE PROGRAM CLASSROOM ENVIRONMENT

- The room is arranged with areas for both whole group and small group instruction.
- An inviting classroom library provides texts for independent reading.
- Established routines are followed and positive behavior and mutual respect is evident.
- Teachers use of general education curriculum materials with differentiated instruction, Universal Design for Learning (UDL) tools, and Assistive Technology (AT) tools.
- Standards are posted.

TEACHERS

- Provide support for special education students within a continuum of services: collaboration, co-teaching, and consultation.

SPECIAL EDUCATION STUDENTS

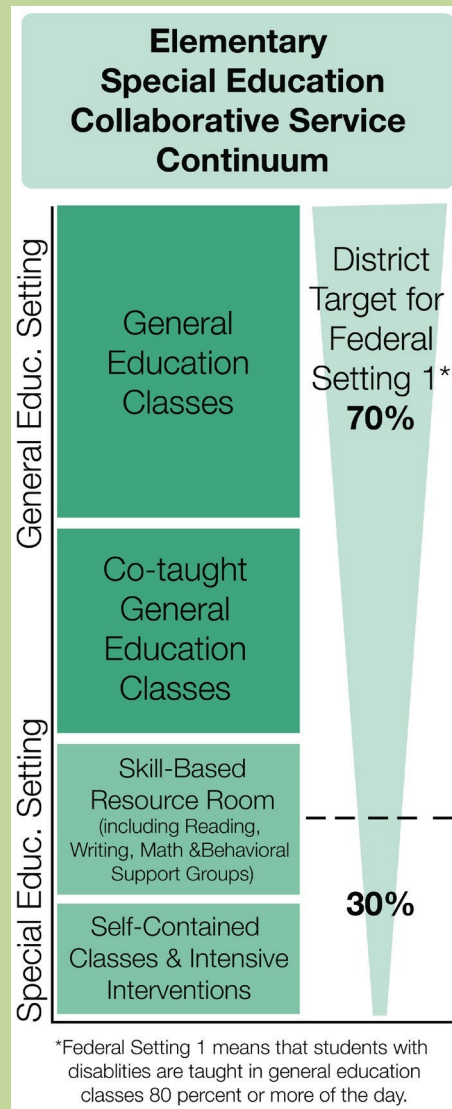
- Students are reading, talking about their reading, or writing about their reading.
- Primary students may also be engaged in literacy skills practice.
- When in guided reading groups with the teacher, the students are doing the work – reading and talking purposefully to problem-solve and build meaning.
- Students actively listen and are engaged with the teacher and other students.
- Resource Rooms and Separate Classroom Programs include skill group participation for practice and instruction.

ASSESSMENT

- Use of ongoing screening, formative, and summative classroom assessment including Whole to Part (WtP).
- Use of multiple data points to determine students' reading development and plan for instruction.
- Teacher monitor progress and maintain progress notes to report on Individualized Education Program (IEP) goals and objectives.

Further information on **Universal Design for Learning** tools can be found at: <http://udl.spps.org/>

Assistive Technology information can be found at: http://specialed.spps.org/Assistive_Technology.html



EasyIEP is the district's special education management system. It is a web-based, process driven system that you can access anywhere you have an internet connection. Go to <http://specialed.spps.org/EasyIEP.html> or send an email to easyiep.help@spps.org for further information.

Whole to Part is a reading assessment used by special education teachers each fall with students who have it in their IEP.

ELEMENTARY CONTENT AREA:

Reader's Workshop:

CLASSROOM ENVIRONMENT/ROUTINES:

- The room is arranged with areas for both whole group and small group instruction.
- An inviting classroom library provides texts for independent reading.
- Established routines are followed, and positive behavior and mutual respect are evident.

TEACHER'S DAILY INSTRUCTION

WHOLE CLASS INSTRUCTION 10-15 minutes

- Use text and teaching focus indicated in the Elementary Literacy Pacing Guides for Whole Class Instruction, posting and stating the daily lesson objective in "kid-friendly" language.
- Focus on one teaching point addressing grade level reading standards and reading indicators.
- Provide focused instruction that reinforces and models the teaching point - creating clear expectations for student work.
- Support student engagement through the use of cooperative routines such as Turn and Talk and Think, Pair, Share.
- State explicitly the link from the mini-lesson to the day's independent reading work.

LITERACY WORK TIME 40 minutes

Small group instruction:

- Use student profiles and stages of reading development to form small groups. (Use DataZone for K-5 students.)
- Implement a small group rotation schedule that includes differentiated small group instructional strategies (Oral Language-Reading, Small Group Shared Reading, Read To, Guided Instructional Reading, Reciprocal Reading, Reciprocal Reading Intervention) and a differentiated frequency of instruction. (Use DataZone for K-5 students.)
- Use data to plan and deliver lessons with specific teaching objectives and texts that align with the scope and sequence of instruction (reading indicators) for each group's reading stage. (Use DataZone for K-5 students.)
- Plan and deliver small group lessons with an emphasis on students doing the reading, thinking, and talking work.
- Monitor students' learning and maintain records of observed understanding and additional instruction required. (Use DataZone for K-5 students.)

Independent Reading:

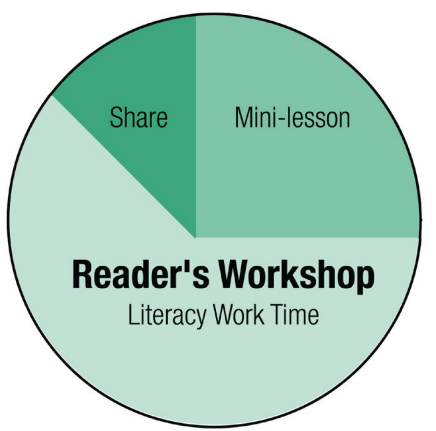
- Establish rituals and routines to engage students in daily reading at their independent reading level from a variety of genres. Longer reading periods build reading stamina.
- Teach students how to choose "just right" books and foster students' enjoyment of reading.
- Confer with students using a research, decide, teach, and record process.
- Depending upon grade level, establish reading buddies, reading partnerships, and book clubs.
- Model techniques for authentic conversations about text.

STUDENTS

- Are reading, thinking, and talking their way through text daily.
- Are writing about what they have read and are using book logs to record the titles they have read.
- Are engaged in daily independent reading for sustained periods of time in addition to authentic literacy activities such as partner reading, listening centers, reading response, Reader's Theater, or dramatic retelling).
- When in small group instruction, students are doing the work - reading, thinking, and talking purposefully to problem-solve and to gain meaning.
- Are actively listening to and engaged with other students and the teacher.

ASSESSMENT

- Teachers use the SPPS Core Assessment Battery - screening, formative, and summative - (K-5 enter into DataZone)
- Teachers use multiple data points to determine students' stages of reading development and to plan for instruction. (K-5 use DataZone).
- Teachers monitor progress and keep records using daily reading focus sheets. (K-5 use DataZone)



K-5 reading instruction is a 60 minute block

PLANNING, ASSESSMENT, REFLECTION WITH EL

In collaboration with the General Education teacher, EL teachers:

- Identify reading focus of the mini-lesson
- Determine English language development objectives based on language proficiency of EL students:
- Language registers (academic language)
- Language structures (vocabulary, grammar, and discourse)
- Language functions (e.g. comparing, explaining, summarizing, retelling, etc.)
- Plan appropriate supports (emotional, graphic, interactive, kinesthetic, linguistic, visual) to make content comprehensible for EL students.
- Select co-teaching approaches for the mini-lesson and the share time based on lesson objectives and student need
- Plan flexible grouping of students, for the Literacy work Time based on language proficiency and developmental reading stages.
- Analyze assessment data and review student progress (during PLCs, common planning time, grade level meetings).
- Reflect on collaborative practices.

ELEMENTARY CONTENT AREA: Writer's Workshop:



K-5 writing instruction is a 50 minute block

PLANNING, ASSESSMENT, REFLECTION WITH EL

In collaboration with the General Education teacher, EL Teachers:

- Identify writing focus of the mini- lesson
- Determine English language development objectives based on language proficiency of EL students
- Language registers (academic language)
- Language structures (vocabulary, grammar, and discourse)
- Language functions (e.g. description, persuasion, critiquing, evaluation, etc.)
- Plan appropriate supports (emotional, graphic, interactive, kinesthetic, linguistic, visual) to make content comprehensible for EL students
- Select co-teaching approaches for the mini-lesson and the share time based on lesson objectives and student need
- Plan flexible grouping of students for the work time
- Analyze assessment data and review student progress (during PLCs, common planning time, grade level meetings)
- Reflect on collaborative practices

CLASSROOM ENVIRONMENT/ROUTINES:

- The room is arranged with areas for both whole group and small group instruction.
- An inviting classroom library provides access to mentor texts.
- Established routines are followed, and positive behavior and mutual respect are evident.

TEACHER'S DAILY INSTRUCTION

WHOLE CLASS INSTRUCTION 7-10 minutes

- Use focus and units of study indicated in the SPPS Unit of Study Writing Calendar (located in the Elementary Literacy Pacing Guide), including posting learning targets for each mini-lesson.
- Deliver a 7-10 minute mini-lesson with these components: a connection to prior learning, one clear teaching point addressing grade level writing standards, opportunity for active student involvement, and a link to the day's independent writing work.
- Use own Writer's Notebook, a touchstone book, or student work to explicitly model the point of the lesson.
- Co-create criteria charts with the students that reflect their learning about the genre or topic under study. The charts grow as the unit progresses.
- Create ongoing class criteria with the students for spelling, conventions, grammar and punctuation - expanding as the year progresses.

INDEPENDENT WORK TIME 35 minutes

- Establish routines and expectations for effective use of the writing time. Students build stamina for writing.
- Confer with individuals students and small groups using the research, decide, teach, and record model.
- Use own Writer's Notebook, a touchstone book, mentor text, or chart created in the mini-lesson for explicit models of what writers do.
- Maintain an ongoing record of student writing conferences.

SHARE 5-7 minutes

- Conduct a share conversation of 5-10 minutes at the end of every workshop.
- Link to the teaching point of the mini-lesson using review, reflection and/or celebration of student learning.
- Provide students with opportunities to play an active role in sharing their writing through various types of shares including content shares, craft shares, process and progress shares.

STUDENTS

- Are writing volumes, talking about their writing, reading to study an author's craft, or researching. Primary students may be orally telling, drawing, and writing their stories.
- Are engaged in a writing process that extends for many days or a few weeks and includes keeping a writing folder (K-2) or Writer's Notebook (3-6) of ideas and entries, multiple flash drafts, on-going revision, editing, and polishing work to share with a wider audience.
- Work with partners and small groups to improve their writing.
- Actively listen and are engaged with other students and the teacher.

ASSESSMENT

- The teacher administers and analyzes the on-demand writing assessment at the beginning and end of each unit.
- The teacher uses formative assessment of student work through the writing process to guide lesson and unit design.
- The teacher uses rubrics with students to set clear expectations for quality work.
- Students use unit rubrics and self-assessment checklists to improve the quality of their work.

ELEMENTARY CONTENT AREA:

Literacy Skills Block/Word

CLASSROOM ENVIRONMENT/ROUTINES:

- The room is arranged with areas for both whole group and small group instruction.
- Differentiate materials for skills and word study are accessible and in use by students.
- Established routines are followed, and positive behavior and mutual respect are evident.

TEACHER'S DAILY INSTRUCTION

Kindergarten and Grade 1 - *Mondo Bookshop Phonics Program* 30 minutes

- Follow scope and sequence and instructional routines of the phonics program.
- Provide small group lessons to intensive, strategic, and benchmark groups using the rotation guide in the phonics curriculum.
- Provide two small group sessions (10 minutes each) daily followed by the whole group lessons of 10 minutes for a total of 30 minutes.

Grades 2-5 - *Mondo Bookshop Phonics Intervention* 15-20 minutes

- Use data from fluency, benchmark text level, and advanced letter-sound correspondence assessments to determine skill level and placement in phonics intervention.
- Provide short-term intensive (80 lessons or less as indicated by data points) instruction focused on phonemic awareness, phonics, word analysis, high frequency words, structural analysis, syllable types, decoding skills, and strategic and fluent reading.
- Provide daily 15-20 minute differentiated small group instruction and partner practice.

Grades 2-5 Literacy Skills Block/Word Study 30 minutes

- Use *Words Their Way* qualitative spelling inventory to identify students' developmental stage of word knowledge or instructional level.
- Provide sequence of instruction from *Words Their Way* focused on phonics, spelling and vocabulary through the study of word features.
- Group students for instruction based on developmental spelling stages.
- Provide 15-20 minute teacher-directed small group word study instruction 1 x per week with opportunities for independent and partner word sorts 3 x per week.
- Provide instruction and progress monitoring in literacy skills needed for reading, writing, listening, and speaking based on the needs of the class 1-2 x per week. These skills may include, but are not limited to, language use and conventions, both written and oral, and vocabulary development, and handwriting.

STUDENTS

- Are purposefully engaged in their differentiated learning tasks, whether they are phonics routines led by the teacher, partner work with word study materials, or independent work.
- Are actively listening and engaged with the teacher and other students.

ASSESSMENT

Kindergarten and Grade 1 - *Mondo Bookshop Phonics Program*

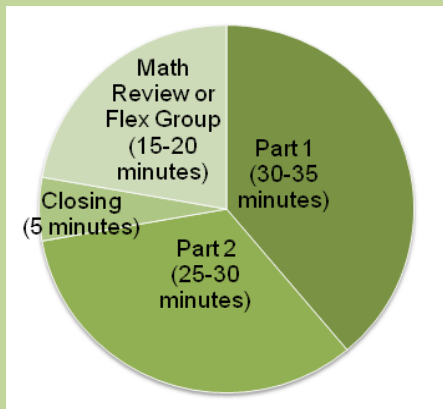
- The teacher administers the Mondo Assessment Battery to determine starting points for instruction for intensive, strategic and benchmark groups.
- The teacher administers phonics progress monitoring assessments after every 30 lessons.
- The teacher maintains weekly records of instruction and student learning using the Skills Block Focus sheets.

Grades 2-5 - Literacy Skills Block/Word Study

- Administer the SPPS Core Reading Assessment Battery to determine student skill level and instructional starting points for intervention instruction.
- The teacher administers the intervention phonics program assessments after every 10 lessons and progress monitors students daily using Skills Block Focus Sheets.
- Administer the *Words Their Way* qualitative spelling inventory to identify students' developmental stage of word knowledge and instructional level.
- Use a variety of informal assessments (anecdotal notes, students' word study notebooks, student work samples) to monitor student progress and to guide instructional planning.

ELEMENTARY CONTENT AREA: Mathematics:

K-5 math instruction is a 75-minute block two days a week and 90-minute block three days a week.



PLANNING, ASSESSMENT, REFLECTION WITH EL

In collaboration with the General Education teacher, EL teachers:

- Identify Math Message, Mental Math and Reflexes, Lesson, Math Journal Work, Small Group and Individual Work
- Determine English language development objectives based on language proficiency of EL students:
- Language registers (academic language)
- Language structures (vocabulary, grammar, and discourse)
- Language functions (e.g. explain, prove, label, symbolize, represent, etc.)
- Plan appropriate supports (emotional, graphic, interactive, kinesthetic, linguistic, visual) to make content comprehensible for EL students
- Select co-teaching approaches for Part 1 and the closing based on lesson objectives and student need
- Plan flexible grouping of students for Part 2 based on language proficiency and math assessments.
- Analyze assessment data and review student progress (during PLCs, common planning time, grade level meetings)
- Reflect on collaborative practices

CLASSROOM ENVIRONMENT/ROUTINES:

- Established routines are clearly defined, communicated, and followed while mutual respect is evident.
- Essential questions and goals are evident and relate to priority benchmarks or key concepts.
- Learning target is posted which states the daily lesson objective in “kid-friendly” language to support the priority benchmark.
- Resources are available and used by students and teacher.
- The environment provides student support and success while creating a sense of community.

TEACHER’S DAILY INSTRUCTION

- Teachers ensure that lessons are aligned to the MN Math Standards and follow a gradual release model using the core course materials and sequencing guides.
- Teachers state and post priority benchmark and learning target.
- Learning targets are discussed to help students understand the purpose and focus students on key concepts of the lesson. Vocabulary is taught and reviewed.
- Teachers present the lesson in the curriculum:
 - Part 1 (30-35 minutes)
 - Part 2 (25-30 minutes)
 - Closing (3-5 minutes)
 - Math Review & Mental Math (15-20 minutes) OR additional flex groups
- Teachers provide at least one flex group each day during Part 2 to meet individual student needs.
- Teachers use accountable talk to promote students’ verbalizing their mathematical thinking and understanding of the math concepts (e.g. Do you agree?, say more about that, etc...).
- The teacher uses questioning to promote higher order thinking such as: probing for understanding, pushing for multiple perspectives and solutions, using wait time effectively, scaffolding and adjusting questions as needed.
- Teachers adjust instruction, differentiating curriculum and application for varied student needs.
- Teachers circulate to all students to check for understanding.
- Teachers use formative and summative student data to direct subsequent instruction, re-teaching, and modeling; including write to learn strategies, questioning, etc.
- Teachers adjust instruction to meet all students’ needs.

STUDENTS

- Students actively listen and are engaged in the math work.
- Students use accountable talk to share their mathematical thinking and understanding of the math concepts through discussion, sharing of results, making predictions, and making claims based on evidence from resources.
- Students apply problem solving skills, they are NOT practicing isolated computation skills.
- Students participate fully in whole and small group instructional sessions. Collaboration is evident.
- Students are actively engaged in communicating their current understanding to others and are writing about what they are doing, observing, thinking and/or learning.

ASSESSMENT

- Students are able to articulate what was learned that day orally and/or in writing.
- Teachers are re-teaching or modeling as needed based on formative assessment.
- Individual student formative and summative assessment data is tracked and analyzed, directing subsequent instruction and to determine student proficiency toward a benchmark.
- With their PLC, teachers use the Data Team process and administer a pre-test at the beginning of each unit aligned to priority benchmark. (Enrichment needs to be identified).
- Teachers monitor individual and class progress with learning targets and data wall.
- Teachers facilitate 5 minutes of daily basic facts for all students.

ELEMENTARY CONTENT AREA:

Science:

CLASSROOM ENVIRONMENT/ROUTINES:

- Guiding Questions and/or goals related to priority benchmarks or key science concepts are posted and referred to throughout the lesson.
- Routines are clearly defined, communicated and followed.
- Materials are distributed and used in a safe manner and appropriate safety procedures are followed.

TEACHER'S DAILY INSTRUCTION

- Lessons and materials used should follow the SPPS Elementary Science Framework and Aligned Learning Curriculum Guide.
- The Guiding Question is discussed to help students understand the purpose and focus of the lesson.
- Prior knowledge is accessed and reviewed to provide relevancy to the lesson.
- Teachers adjust instruction to meet all students' needs.
- Teachers circulate to all students to check for understanding.
- The teacher uses questioning to promote higher order thinking by probing for understanding, pushing for multiple perspectives and solutions, using wait time effectively, and scaffolding and readjusting questions as needed.
- Science content and process skills are taught together.
- Teachers use notebooking, vocabulary, and/or non-fiction reading strategies to reinforce or expand learning from hands-on experiences.
- Teachers are re-teaching and/or modeling as needed based on formative assessments.

STUDENTS

- Students are actively engaged in discourse about their current understanding of the selected science concept with others through discussion, sharing of findings or lab results, making predictions, and making claims based on evidence from labs and/or other resources.
- Students are actively engaged in their own learning through physically manipulating materials and equipment.
- Students are writing about what they are doing, observing, thinking and/or learning.

ASSESSMENT

- Students are able to articulate orally and/or in writing what was learned that day.
- Teachers use ongoing formative and summative assessments to check for student understanding and to adjust instruction accordingly.
- Teachers are re-teaching and/or modeling as needed based on formative assessment (examples include: pair/share, fist to five, quick writes, exit tickets)

MCA TEST PREPARATION:

Starting in November, students should use the state's Item Samplers and the district MCA science resources to:

- Become familiar with the tools of the computerized test.
- Find information in both the video and scenario to help answer the question.
- Analyze why one answer is better than another.

This work should begin in 3rd and 4th grade, but have its strongest focus in 5th grade. MCA prep should be at least once a week for 10-15 minutes and increase in time and frequency closer to the test window. It must also allow students multiple opportunities to practice using the tools included in the computerized test, preferably on the computers and in the room where they will take the test.

ELEMENTARY CONTENT AREA:

Social Studies:

CLASSROOM ENVIRONMENT/ROUTINES:

- The classroom library provides:
 - Appropriate text level reading on subjects connected to grade level Social Studies benchmarks.
 - Culturally relevant texts.
 - Text from multiple narratives.
- The room is arranged with areas for whole group and small group instruction.
- Posters, bulletin boards and displays are culturally relevant and provide multiple narratives.
- Established routines are followed, and positive behavior and mutual respect are evident.
- Culturally responsive teaching is evident.

TEACHER'S DAILY INSTRUCTION

Kindergarten

- Social Studies is taught 2-3 times per week (or equivalent schedule) for 20-30 minutes each time.
- Lesson plans align with Office of Early Learning Curriculum.
- Mini-Lesson model is recommended for Kindergarten Social Studies lessons.
- Children's literature is utilized to teach Social Studies content and skills.

Grades 1-3

- Social Studies is taught 2-3 times per week (or equivalent schedule) for 20-30 minutes each time.
- Lesson Plans align with SPPS Scope and Sequence for the grade.
- Mini-Lesson model is recommended for Grades 1-3 Social Studies lessons.
- Students can see themselves reflected in the curriculum.
- Children's literature is utilized to teach Social Studies content and skills.

Grade 4-5

- Social Studies is taught 2-3 times per week (or equivalent schedule) for 30-40 minutes each time.
- SPPS adopted texts are utilized.
- Curriculum follows the SPPS scope and sequence for the grade/content.
- Students can see themselves reflected in the curriculum.
- Young readers literature is utilized to teach Social Studies content and skills.

STUDENTS

- Are purposefully engaged in Historical Inquiry, Civic Skills, Economic Reasoning Skills and/or Geographic Inquiry.
- Are reading, writing, speaking and/or listening.
- Can see themselves reflected in the curriculum.

ASSESSMENT

- Ongoing - formative or summative
- Aligned with unit goals and Progress Reports

ELEMENTARY CONTENT AREA:

Visual Art, Media Arts, Music, Theatre and Dance:

CLASSROOM ENVIRONMENT/ROUTINES:

- Routines are established and a strong foundation of togetherness and community are built through shared experiences, traditions, stories, and relationships.
- Classroom environment is welcoming and accepting of all students
- MN Academic Standards in the Arts are posted and discussed.
- Lesson objectives are posted and discussed.
- Various resources, including technology, are used by students.
- Proper use and care of equipment, materials and community supplies are established and followed.

TEACHER'S DAILY INSTRUCTION

- Learns about the cultures and interests of students and develops authentic relationships with students.
- Makes content relevant and real by linking it to students' experiences and lives through culturally responsive teaching.
- Bases lesson design and implementation on MN Academic Standards in the Arts and SPPS curricular frameworks.
- Provides intentional, rigorous opportunities for students to write, talk, describe, analyze, critique, create and perform (MN Arts Standards Strands I, II, III, IV).
- Customizes, differentiates, modifies and accommodates instruction based on learner needs.
- Allows students choices to work collaboratively or independently.
- Guides selection of resources and technology to support the needs of learners.
- Uses SPPS adopted and recommended resources.
- Collaborates with others to reinforce interdisciplinary connections (esp. Math and English Language Arts through Common Core).
- Guides students to understand their learning needs so they may make choices and become self directed learners.
- Daily instruction uses GANAG structure or is organized daily into 5 main sections:
 - discussion of lesson objective or essential question.
 - access of prior knowledge.
 - direct instruction, demonstration, modeling.
 - guided and independent practice.
 - reflection, lesson summary, check for understanding and re-teach as needed.

STUDENTS

- Actively engage and participate in the learning process
- Can explain the learning objective and how their current activity relates to the learning objective.
- Actively engage and participate in the learning process.
- Become self-directed and creative learners by engaging in inquiry and discovery.
- Use resources, tools and technology to demonstrate learning.
- Use research, reasoning and critical thinking skills to make connections between self and content.
- Create products that represent an application of knowledge and skills rather than repeating facts.
- Monitor and reflect on their progress throughout units of learning.

ASSESSMENT

- Students can articulate learning objectives for each lesson.
- Assessments include authentic products, creations and performances.
- Students reflect and monitor their progress in order to understand what they need to do to achieve mastery.
- Teachers use ongoing and frequent formative and summative assessment to check for student achievement toward goals and standards.
- Student achievement data are tracked and analyzed, often through PLCs and data is used to modify instruction.

ELEMENTARY CONTENT AREA:

Health Education

CLASSROOM ENVIRONMENT/ROUTINES:

The classroom library provides:

- Appropriate text level reading on subjects connected to grade level Health Education benchmarks.
- Culturally relevant texts.
- Text from multiple sources.
- The room is arranged with area for whole group and small group instruction.
- Poster, bulletin boards and displays are culturally relevant and provide healthy messages.
- Established routines are followed, and positive behavior and mutual respect are relevant.
- Culturally responsive teaching is evident.

TEACHER'S DAILY INSTRUCTION

Pre-K-Kindergarten

- Health Education is taught 2-3 times per week (or equivalent schedule) for 20-30 minutes each time.
- Lesson plans align with Office of Early Learning Curriculum.
- Mini-Lesson model is recommended for Pre K-Kindergarten Health lessons.
- Children's literature is utilized to teach Health content and skills.

Grades 1-3

- Health Education is taught 2-3 times per week (or equivalent schedule) for 20-30 minutes each time.
- Lesson plans align with SPPS scope and Sequence per grade level.
- Mini-Lesson model is recommended for Pre K-Kindergarten Health lessons.
- Children's literature is utilized to teach Health content and skills.
- Students can see themselves reflected in the curriculum.

Grades 4-5

- Health Education is taught 2-3 times per week (or equivalent schedule) for 20-30 minutes each time.
- Lesson plans align with SPPS scope and Sequence per grade level.
- Mini-Lesson model is recommended for Pre K-Kindergarten Health lessons.
- Young readers literature is utilized to teach Health content and skills.
- Students can see themselves reflected in the curriculum.

STUDENTS

- Are purposefully engaged in health skills and concepts (i.e. Nutrition, exercise, healthy decision making, safety, media literacy, growth and development, mental health and relationship building).
- Are reading, writing, speaking and/or listening.
- Can see themselves reflected in the curriculum.

ASSESSMENT

- Ongoing- formative and summative.
- Aligned with unit goals and progress reports.

ELEMENTARY CONTENT AREA:

Physical Education

CLASSROOM ENVIRONMENT/ROUTINES:

- Unit Priority Standards/Benchmarks/Guiding Questions are posted in classroom.
- Grade updates are posted.
- Instructor engages in positive interactions with students.
- Instructor shows character (respect, responsibility, self discipline and citizenship etc).
- Classroom climate is respectful among teacher-students and student-student.
- Active learning and differentiation within a variety of learning opportunities.
- Instructor models healthy and active behaviors.

TEACHER'S DAILY INSTRUCTION

- Instructor displays knowledge of the physical education and health content and prepared with all instructional materials.
- Lessons are based on standards and benchmarks including a balance of individual, dual and team movement activities.
- Developmentally sequenced and appropriate progressions of gross motor skill and movement concept instruction.
- Instructor communicates and references standards/benchmarks and guiding questions.
- Instructor effectively monitors student behavior (circulating room and engaging with students).
- Teachers organize daily instruction into four main sections:
 1. Warm up to improve physical fitness, review or introduce content
 2. Skill or concept instruction, refinement and practice
 3. Application of skills and concepts
 4. Summary of lesson and check for understanding
- Smooth Transitions are made without loss of instructional/learning time.
- Direct instruction is broken down into sections no more than 5 minutes in length.
- Instructor uses high level and consistent questioning (use of accountable talk).
- Implement Literacy strategies (write to learn, oral writing strategies, vocabulary, and non-fiction writing).
- Instructor uses a variety of teaching strategies (direct instruction, small group, pair share, inquiry, etc.).
- Instructor differentiates lessons and supports all learners including ELL and Special Education Students.
- Formative and/or summative assessments are used daily and ongoing to inform instruction.

STUDENTS

- Students are actively engaged and participating in the learning process.
- Students are using physical education and health concepts and vocabulary in discussion.
- Student work is clearly aligned to appropriate priority benchmark.
- Students understand and respect classroom expectations and routines.
- Students are involved in discussions and collaboration of groups.
- Students are engaged in nonfiction writing, reading, and/or vocabulary strategies in physical education and health using individual white boards.
- Students are engaged in arts literacy strategies.

ASSESSMENT

- Student assessment data is posted and up to date.
- Regular communication with parents is prevalent and documented
- Engaging classroom assessments (both formative and summative) are ongoing.
- Formative and Summative assessments are tracked and analyzed.
- Grades are based on Standards NOT on dressing out.

MIDDLE SCHOOL CONTENT AREA:

Reader's Workshop:

CLASSROOM ENVIRONMENT/ROUTINES:

- The room is arranged with areas for both whole group and small group instruction.
- An inviting classroom library provides texts for independent reading.
- Established routines are followed, and positive behavior and mutual respect are evident.

TEACHER'S INSTRUCTION

WHOLE CLASS INSTRUCTION 10%-20% of instructional time

- Determine text and teaching focus from the "6th Grade Reader's Workshop Year-at-a-Glance".
- Focus on one teaching point addressing grade level benchmarks.
- Provide focused instruction that reinforces and models the teaching point - creating clear expectations for student work.
- Support student engagement through the use of cooperative routines such as Turn and Talk, and Think, Pair, Share.
- State explicitly the link from the mini-lesson to the day's independent reading work.

LITERACY WORK TIME 60% of instructional time

Small group instruction:

- Use data from MAP Reading, QRI-5, student writing, reading inventories, and conferring notes to form small groups.
- Implement a small group rotation schedule that includes differentiated small group instructional strategies (strategy groups, guided reading groups, reciprocal reading groups, book clubs, and group conferring).
- Plan and deliver small group lessons with an emphasis on students doing the reading, thinking, and talking work.
- Monitor students' learning and maintain records of observed understanding and additional instruction required.

Independent Reading:

- Establish rituals and routines to engage students in daily reading at their independent reading level from a variety of genres. Longer reading periods build reading stamina.
- Teach students how to choose "just right" books, develop a reading plan and foster students' enjoyment of reading.
- Confer with students using a research, decide, teach, and record process.
- Establish reading partnerships and book clubs.
- Model techniques for authentic conversations writing about text.

SHARE 10%-20% of instructional time

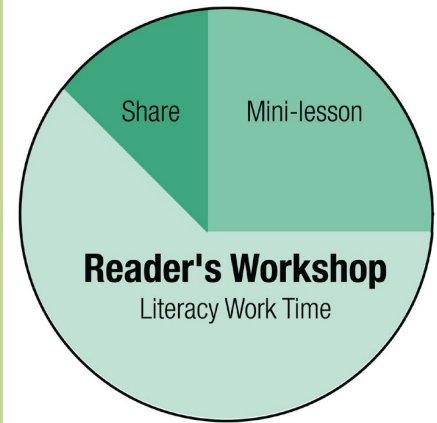
- Conduct a share conversation of 5-10 minutes at the end of every workshop.
- Link to the teaching point of the mini-lesson or focus of the work period using review, reflection, assessment, and/or celebration of student learning.

STUDENTS

- Are reading, thinking, and talking their way through text daily.
- Are writing about what they have read and are using book logs to record the titles they have read.
- Are engaged in daily independent reading for sustained periods of time in addition to authentic literacy activities such as reading partnerships, reading response, Book Clubs, Reader's Theater, etc.
- When in small group instruction, students are doing the work—reading, thinking, and talking purposefully to problem-solve and to gain meaning.
- Are actively listening to and engaged with other students and the teacher.

ASSESSMENT

- Teachers use the MAP Reading assessment for screening, formative, and summative purposes. The QRI-5 is administered to students achieving below grade level to provide further diagnostic information and inform instruction.
- Teachers use multiple data points to determine students' stages of reading development and to plan for instruction.
- Teachers monitor progress, provide feedback, plan instruction, and keep records using student work, rubrics, checklists, conferring notes, and anecdotal notes.



PLANNING, ASSESSMENT, REFLECTION WITH EL

In collaboration with the General Education teacher, EL teachers:

- Identify reading focus of the mini-lesson
- Determine English language development objectives based on language proficiency of EL students:
- Language registers (academic language)
- Language structures (vocabulary, grammar, and discourse)
- Language functions (e.g. comparing, explaining, summarizing, retelling, etc.)
- Plan appropriate supports (emotional, graphic, interactive, kinesthetic, linguistic, visual) to make content comprehensible for EL students
- Select co-teaching approaches for the mini-lesson and the share time based on lesson objectives and student need
- Plan flexible grouping of students, for the Literacy work Time based on language proficiency and developmental reading stages
- Analyze assessment data and review student progress (during PLCs, common planning time, grade level meetings)
- Reflect on collaborative practices

MIDDLE SCHOOL CONTENT AREA: Writer's Workshop:



PLANNING, ASSESSMENT, REFLECTION WITH EL

In collaboration with the General Education teacher, EL Teachers:

- Identify writing focus of the mini-lesson
- Determine English language development objectives based on language proficiency of EL students:
- Language registers (academic language)
- Language structures (vocabulary, grammar, and discourse)
- Language functions (e.g. description, persuasion, critiquing, evaluation, etc.)
- Plan appropriate supports (emotional, graphic, interactive, kinesthetic, linguistic, visual) to make content comprehensible for EL students
- Select co-teaching approaches for the mini-lesson and the share time based on lesson objectives and student need
- Plan flexible grouping of students for the work time
- Analyze assessment data and review student progress (during PLCs, common planning time, grade level meetings)
- Reflect on collaborative practices

CLASSROOM ENVIRONMENT/ROUTINES:

- The room is arranged with areas for both whole group and small group instruction.
- An inviting classroom library provides access to mentor texts.
- Established routines are followed, and positive behavior and mutual respect are evident.

TEACHER'S INSTRUCTION

WHOLE CLASS INSTRUCTION 10%-20% of instructional time

- Use focus and units of study indicated in the SPPS Unit of Study Writing Calendar including posting learning targets for each mini-lesson.
- Deliver a 7-10 minute mini-lesson with these components: a connection to prior learning, one clear teaching point addressing grade level writing standards, opportunity for active student involvement, and a link to the day's independent writing work.
- Use own Writer's Notebook, a touchstone book, or student work to explicitly model the point of the lesson.
- Co-create criteria charts with the students that reflect their learning about the genre or topic under study. The charts grow as the unit progresses.
- Create ongoing class criteria with the students for spelling, conventions, grammar and punctuation—expanding as the year progresses.

INDEPENDENT WORK TIME 60-70% of instructional time

- Establish routines and expectations for effective use of the writing time. Students build stamina for writing.
- Confer with individuals students and small groups using the research, decide, teach, and record model.
- Use own Writer's Notebook, a touchstone book, mentor text, or chart created in the mini-lesson for explicit models of what writers do.
- Maintain an ongoing record of student writing conferences.

SHARE 10%-20% of instructional time

- Conduct a share conversation of 5-10 minutes at the end of every workshop.
- Link to the teaching point of the mini-lesson using review, reflection and/or celebration of student learning.
- Provide students with opportunities to play an active role in sharing their writing through various types of shares including content shares, craft shares, process and progress shares.

STUDENTS

- Are writing volumes, talking about their writing, reading to study an author's craft, or researching.
- Are engaged in a writing process that extends for many days or a few weeks and includes keeping Writer's Notebook of ideas and entries, multiple flash drafts, on-going revision, editing, and polishing work to share with a wider audience.
- Work with partners and small groups to improve their writing.
- Actively listen and are engaged with other students and the teacher.

ASSESSMENT

- The teacher administers and analyzes the on-demand writing assessment at the beginning and end of each unit.
- The teacher uses formative assessment of student work through the writing process to guide lesson and unit design.
- The teacher uses rubrics with students to set clear expectations for quality work.
- Students use unit rubrics and self-assessment checklists to improve the quality of their work.

SECONDARY CONTENT AREA: English Learners

CLASSROOM ENVIRONMENT/ROUTINES:

- Minnesota content-area standards and WIDA English Language Proficiency standards are used by EL teacher.
- Resources are available and accessible to EL students and teachers.
- Evidence of an inclusive school community of ELs integrated with non-ELs.
- Language and content support is available for students through proper use of bilingual education assistants.
- Evidence of linguistic and cultural backgrounds of students being acknowledged.

EL TEACHERS, IN COLLABORATION WITH CLASSROOM TEACHERS

- Engage in instructional collaboration, including:
 - Planning for differentiated instruction for all content areas.
 - Using a variety of co-teaching approaches.
 - Assessing, progress monitoring, and sharing of student progress.
 - Reflecting on the collaborative process and making adjustments to teaching practices.
- Explicitly teach academic language needed to access grade level standards.
- Activate and strengthen students' background knowledge.
- Promote and support oral interaction and extend academic talk.
- Preview and review vocabulary and content concepts.
- Differentiate instruction with regard to content, process, and product.

EL TEACHERS, IN ESL LEVELED COURSES

- Scaffold academic language essential for learning of content.
- Activate and strengthen students' background knowledge.
- Promote and support oral interaction and extend academic talk.
- Prepare ELs for mainstream academic success.
- Differentiate instruction with regard to content, process, and product.

EL STUDENTS

- Actively participate in classroom activities.
- Show progress in English language proficiency as they work towards grade level standards.
- Engage in learning language through content.
- Practice social and academic oral language.
- Learn together with non-EL students through interactions and activities.
- Use first language to clarify understanding, when needed.

IDENTIFICATION + ASSESSMENT OF EL STUDENTS

- Identification and placement of EL students is determined by:
 - Home Language Questionnaire (required by state law for ALL students including English speaking students).
 - Initial English language proficiency assessment.
 - W-APT (Grades 6-12).
- Required English language assessments:
 - ACCESS for Grades K-12.
 - Alternate ACCESS for some Special Education identified students.
- Levels of service determined by GRAD Writing & Reading, MCAIII, W-APT, ACCESS, and EL teacher recommendation.
 - Direct Service.
 - Support Service.
- Individual and class progress are monitored with both formative and summative assessments.

SECONDARY: Special Education

Further information on **Universal Design for Learning** tools can be found at: <http://udl.spps.org/>

Assistive Technology information can be found at: http://specialed.spps.org/Assistive_Technology.html

CLASSROOM ENVIRONMENT/ROUTINES:

- The lesson should be aligned to the district syllabus and power standards for the course. These can be found at <http://thecenter.spps.org/sci.html>, or the SPPS Build your own Curriculum site.
- Established routines are followed and positive behavior and mutual respect are evident.

SEPARATE PROGRAM CLASSROOM ENVIRONMENT

- The room is arranged with areas for both whole group and small group instruction.
- An inviting classroom library provides texts for independent reading.
- Established routines are followed and positive behavior and mutual respect is evident.
- Teachers use of general education curriculum materials with differentiated instruction, Universal Design for Learning (UDL) tools and Assistive Technology (AT) tools.
- Standards are posted.

TEACHERS

- Post power standards.
- Post and discuss guiding Questions to help students understand the focus of the lesson.
- Post and state the daily objective.
- Use vocabulary and non-fiction writing strategies.
- Re-teach when necessary.
- Practices of inclusion: Co-teaching/Collaborative teaching is evident at all sites.
- Resource/Separate Program Special education Classrooms: use of general education curriculum materials with differentiated instruction, universal design for learning (udl) tools and AT (Assistive Technology) tools.
- Provide support for special education students within a continuum of services: collaboration, co-teaching, consultation.

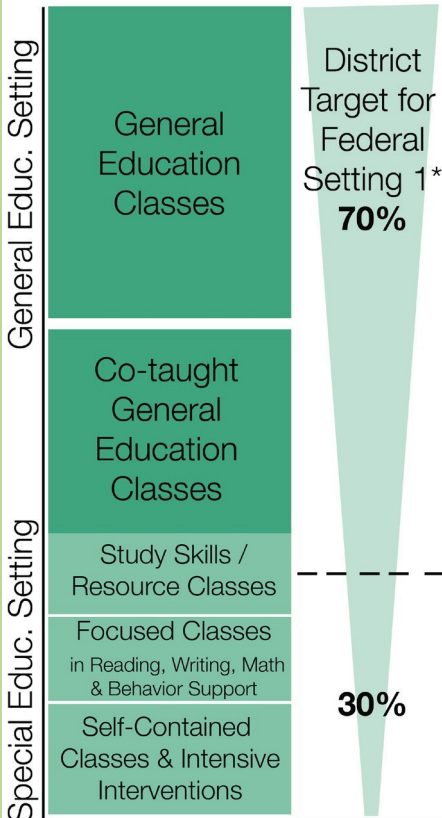
SPECIAL EDUCATION STUDENTS

- Are actively listening and engaged in the lesson.
- Are actively working on and talking with each other.
- Are writing about what they are doing, observing, thinking and/or learning.

ASSESSMENT

- Students are able to articulate the goal of that day's class work in writing and/or verbally.
- Teachers are using formative assessments to determine student proficiency.
- Teachers are using multiple data points to determine students' understanding to plan for instruction.
- Teacher monitors progress and maintains progress notes to report on IEP goals and objectives.
- Whole to Part (WtP) – literacy determination of Sight word vocabulary, listening Comprehension and Silent Comprehension to inform language-base instructional needs.

Secondary Special Education Collaborative Service Continuum



*Federal Setting 1 means that students with disabilities are taught in general education classes 80 percent or more of the day.

SECONDARY CONTENT AREA:

English Language Arts:

CLASSROOM ENVIRONMENT/ROUTINES:

- Specific Common Core Standards or Guiding Questions are clearly posted for unit or lesson.
- Clear daily objective(s) / learning targets are posted.
- The environment provides student support and success while creating a sense of community.
- Established routines are followed, and positive behavior and mutual respect are evident.
- Resources are available and used by students and teachers.

TEACHER'S DAILY INSTRUCTION

- Teachers ensure that lessons are aligned to the district's curriculum framework.
- Learning targets and guiding questions are discussed to help students understand the purpose of the lesson.
- Teachers organize daily instruction using the GANAG protocol.
- Teachers actively engage students with text through a variety of techniques.
- Teachers use formative and summative student data to direct subsequent instruction, re-teaching, and modeling; including write to learn strategies, questioning, etc.
- Teachers adjust instruction, differentiating curriculum and application for varied student needs.

STUDENTS

- Students are actively engaged in the lesson and guided practice.
- Students are engaged in standards-based writing, reading, grammar and punctuation, vocabulary strategies, oral articulation and project development.
- Students participate fully in whole and small group instructional sessions using accountable talk. Collaboration is evident.

ASSESSMENT

- Teachers use ongoing classroom assessments- both formative and summative.
- Teachers ensure that summative writing assessments align with the district's curriculum framework.
- Individual student formative and summative assessment data is tracked and analyzed, directing subsequent instruction.

SECONDARY CONTENT AREA (7-12):

Reading:

CLASSROOM ENVIRONMENT/ROUTINES:

- Specific Common Core Standards and Guiding Questions are clearly posted for unit or lesson.
- Clear daily objectives are posted.
- A wide range of texts, including a variety of text types and levels, are available for students during independent reading.
- The environment provides student support and success while creating a sense of community.
- Resources are available and used by student and teacher to facilitate a smooth rotational flow.
- Established routines are followed, and positive behavior and mutual respect are evident.

TEACHER'S DAILY INSTRUCTION

- Guiding/Essential questions and daily learning objectives are discussed to help students understand the purpose and focus of the lesson.
- Teachers ensure that lessons are aligned to the Common Core Standards, district ELA/ Reading Curricular Frameworks, ELA or another content area, and follow a gradual release model using the core course reading materials and sequencing guides.
- Teachers organize daily instruction using the GANAG protocol and a daily structure that includes focused direct instruction (modeling, think-alouds, question probes), small group instruction, independent reading, and a lesson summary to check for understanding.
- Teachers actively engage students with text through direct instruction, pre- reading, during reading and after reading activities.
- Teachers use formative and summative student data to direct subsequent instruction, re-teaching, and modeling; including write to learn strategies, questioning, etc.
- Prior knowledge is accessed, and key concepts / vocabulary are reviewed.
- Teachers adjust instruction, differentiating curriculum and application for varied student needs.

STUDENTS

- Students apply multiple reading strategies to understand the meaning of the text.
- Students use writing as a way to process reading and to accelerate understanding.
- Students use a variety of reading and non-fiction writing strategies in varied texts.
- Students independently read while monitoring their own comprehension.
- Students are actively engaged in the class work.
- Students participate fully in whole and small group instructional sessions using accountable talk. Collaboration is evident.

ASSESSMENT

- Teachers use ongoing classroom assessments- both formative and summative.
- Individual student formative and summative assessment data is tracked and analyzed, directing subsequent instruction.
- Data on students' current level and individual goals is clearly posted and shared with students and family.

SECONDARY CONTENT AREA:

Mathematics:

CLASSROOM ENVIRONMENT/ROUTINES:

- Established routines are clearly defined, communicated, and followed while mutual respect is evident.
- Essential questions and goals are evident and relate to priority benchmarks or key concepts for unit.
- Learning target is posted which states the daily lesson objective in “kid-friendly” language to support the priority benchmark. (Lessons are aligned to the priority benchmarks.).
- Holt textbook materials and resources are used in secondary mathematics required courses by students and teachers.
- The environment provides student support and success while creating a sense of community.

TEACHER’S DAILY INSTRUCTION

- Teachers ensure that lessons are aligned to the MN Math Standards and follow a gradual release model using the core course materials and sequencing guides.
- Teachers state and post priority benchmark and learning target.
- Learning targets are discussed to help students understand the purpose and to focus students on key concepts of the lesson. Vocabulary is taught and reviewed.
- Math Review and Mental Math is conducted at least 4 times per week (10-15 minutes). This is the first step of the Five Easy Steps to a Balanced Math Program (FES).
- Every other week teachers facilitate students through a Problem Solving item using FES practices.
- Teachers organize daily instruction using the GANAG model and a daily structure that includes focused direct instruction (modeling, think-alouds, question probes), small group instruction, independent work, and a lesson summary to check for understanding.
- Prior knowledge is accessed and reviewed to provide relevancy to the lesson.
- The teacher uses questioning to promote higher order thinking such as: probing for understanding, pushing for multiple perspectives and solutions, using wait time effectively, scaffolding and adjusting questions as needed.
- Teachers check in with students and ask questions as they circulate the classroom.
- Teachers use formative and summative student data to direct subsequent instruction. Teachers re-teach or model, as needed, based on formative assessments.
- Teachers adjust instruction, differentiating curriculum and application for varied student needs.

STUDENTS

- Students actively listen and are engaged in the math work.
- Student-to-student on task discussion and/or collaboration are evident.
- Students apply problem-solving skills during lessons.
- Students participate fully in whole and small group instructional sessions using accountable talk. Collaboration is evident.
- Students are actively engaged in their own learning through physically manipulating materials and equipment.
- Students are actively engaged in communicating their current understanding to others through discussion, sharing of results, making predictions, and making claims based on evidence from resources and are writing about what they are doing, observing, thinking and/or learning.

ASSESSMENT

- Students are able to articulate what was learned that day orally and/or in writing.
- Teachers conduct ongoing classroom assessments – both formative and summative. (The use of frequent, common assessments is expected. NOTE: Engaging Classroom Assessments are used.)
- Math Review quizzes are conducted every two weeks with the data being used to adjust topics for coming weeks.
- Individual student formative and summative assessment data is tracked and analyzed, directing subsequent instruction and to determine student proficiency toward a benchmark.
- Teachers are re-teaching or modeling as needed based on checks for understanding (examples include: pair/share, fist to five, quick writes, exit tickets, and Write-to-Learn strategies).
- With their PLC, teachers use the Data Team process and administer a pre-test aligned to priority benchmark to measure student learning for that unit.

SECONDARY CONTENT AREA:

Science:

CLASSROOM ENVIRONMENT/ROUTINES:

- Overarching question and/or guiding questions and goals are posted and relate to priority benchmarks or key concepts.
- Routines are clearly defined, communicated and followed.
- Classroom and laboratory materials are passed out and used in a safe manner and appropriate safety procedures are followed.

TEACHER'S DAILY INSTRUCTION

- Teachers ensure that lessons are correlated with science and engineering benchmarks and the Aligned Learning Curriculum Guide.
- Guiding questions and goals are discussed to focus students on key concepts of the lesson.
- Prior knowledge is accessed and reviewed to provide relevancy to the lesson.
- Teachers utilize the GANAG model to plan instruction.
- The teacher uses questioning to promote higher order thinking such as: probing for understanding, pushing for multiple perspectives and solutions, using wait time effectively, scaffolding and readjusting questions as needed.
- Science content and process skills are taught together.
- Teachers circulate to all students to check for understanding.
- Teachers adjust instruction to meet all students' needs.
- Teachers are re-teaching or modeling as needed based on formative assessments.
- Throughout a unit of instruction, teachers actively engage students in developing scientific understanding through strategies such as discussion, analysis of information and/or data, reading, and writing.

STUDENTS

- Students are actively engaged in their own learning through physically manipulating materials and equipment.
- Students are actively engaged in discourse about their current understanding of the selected science concept with others through discussion, sharing of findings or lab results, making predictions, and making claims based on evidence from labs and/or other resources.
- Students are writing about what they are doing, observing, thinking and/or learning.

ASSESSMENT

- Students are able to articulate what was learned that day orally and/or in writing.
- Teachers use ongoing formative and summative assessments to determine student proficiency toward a benchmark.
- Frequent, common assessments are expected such as Engaging Classroom Assessments, Common Core Literacy Tasks, and others developed through PLC work.

MCA TEST

PREPARATION:

GRADE 8, BIOLOGY, AND
ACCELERATED BIOLOGY

Starting in November, students should use the state sample tests and the district MCA science resources to:

- Become familiar with the tools of the computerized test.
- Find information in both the video and scenario to help answer the question.
- Analyze why one answer is better than another.

This work should be at least once a week for 10-15 minutes and increase in time and frequency closer to the test window. It also must allow students multiple opportunities to practice using the tools included in the computerized test preferably on the computers and in the room where they will take the test.

SECONDARY CONTENT AREA:

Social Studies:

CLASSROOM ENVIRONMENT/ROUTINES:

- The classroom library provides:
 - Appropriate text level reading on subjects connected to grade level Social Studies content.
 - Culturally relevant texts.
 - Text from multiple narratives.
- The room is arranged so it can be easily modified for whole group instruction, small groups and individual learning.
- Posters, bulletin boards and displays are culturally relevant and provide multiple narratives.
- Established routines are followed, and positive behavior and mutual respect are evident.

TEACHER'S DAILY INSTRUCTION

- Teachers ensure that lessons are aligned to the MN State Standards for Social Studies and the SPPS scope and sequence for the content area.
- Resources and lessons are culturally relevant, use multiple narratives and include absent narratives on a regular basis.
- Teachers implement syllabus expectations for ELL, Special Education and acceleration.
- Essential Questions and/or Daily Guiding Questions and daily learning objectives are discussed to help students understand the purpose and focus of the lesson.
- Teachers organize daily instruction using GANAG.
- Teachers check in with students and ask questions as they circulate the classroom.
- Teachers re-teach or model as needed based on formative assessments (i.e. Write to Learn strategies, tasks completed for assessment, pair and share on objective for the lesson).
- Culturally Responsive Teaching is evident.

STUDENTS

- Students are actively and purposefully engaged in the course work of Historical Inquiry, Civic Skills, Economic Reasoning or Geographic Inquiry.
- Student-to-student discussion and/or collaboration are evident.
- Students are actively working on and talking with each other about the Social Studies content being taught using the language of Social Studies.
- Students work on a writing product that is aligned to the district rubric for Argument, Research, Analysis or Informative/Explanatory.
- Students are engaged in nonfiction writing, reading, and/or vocabulary strategies in Social Studies.
- Students are able to see themselves reflected in the curriculum.

ASSESSMENT

- Data on students' current level and individual goals is clearly posted and shared with students and family.
- Teachers use ongoing classroom assessments- both formative and summative.
- Assessments are used to monitor progress and shared with the student.
- Mid-unit and end-of-unit assessments are tracked and analyzed, often through PLCs, directing subsequent instruction. They are shared with the Reading Intervention Coach.
- Aligned with benchmarks, unit Essential Questions and grade reports.
- Each grade/content has ownership of a Common Core writing product. This is to be assessed using the SPPS rubric.
- History Day participation for all 6th grade, 7th grade and 11th grade students.

SECONDARY CONTENT AREA:

Visual Art, Media Arts, Music, Theatre and Dance:

CLASSROOM ENVIRONMENT/ROUTINES:

- Routines are established and a strong foundation of togetherness and community are built through shared experiences, traditions, stories, and relationships.
- Classroom environment is welcoming and accepting of all students.
- MN Academic Standards in the Arts are posted and discussed.
- Lesson objectives are posted and discussed.
- Various resources, including technology, are used by students.
- Proper use and care of equipment, materials and community supplies are established and followed.

TEACHER'S DAILY INSTRUCTION

- Learns about the cultures and interests of students and develops authentic relationships with students.
- Makes content relevant and real by linking it to students' experiences and lives through culturally responsive teaching.
- Bases lesson design and implementation on MN Academic Standards in the Arts and SPSS curricular frameworks.
- Provides intentional, rigorous opportunities for students to write, talk, describe, analyze, critique, create and perform (MN Arts Standards Strands I, II, III, IV).
- Customizes, differentiates, modifies and accommodates instruction based on learner needs.
- Allows students choices to work collaboratively or independently.
- Guides selection of resources and technology to support the needs of learners.
- Uses SPSS adopted and recommended resources.
- Collaborates with others to reinforce interdisciplinary connections (esp. Math and English Language Arts through Common Core).
- Guides students to understand their learning needs so they may make choices and become self directed learners.
- Daily instruction uses GANAG structure or is organized daily into 5 main sections:
 - discussion of lesson objective or essential question
 - access of prior knowledge
 - direct instruction, demonstration, modeling
 - guided and independent practice
 - reflection, lesson summary, check for understanding and re-teach as needed

STUDENTS

- Actively engage and participate in the learning process.
- Can explain the learning objective and how their current activity relates to the learning objective.
- Actively engage and participate in the learning process.
- Become self-directed and creative learners by engaging in inquiry and discovery.
- Use resources, tools and technology to demonstrate learning.
- Use research, reasoning and critical thinking skills to make connections between self and content.
- Create products that represent an application of knowledge and skills rather than repeating facts.
- Monitor and reflect on their progress throughout units of learning.

ASSESSMENT

- Students can articulate learning objectives for each lesson.
- Assessments include authentic products, creations and performances.
- Students reflect and monitor their progress in order to understand what they need to do to achieve mastery.
- Teachers use ongoing and frequent formative and summative assessment to check for student achievement toward goals and standards.
- Student achievement data are tracked and analyzed, often through PLCs and data is used to modify instruction.

SECONDARY CONTENT AREA:

Health Education

CLASSROOM ENVIRONMENT/ROUTINES:

- Unit Priority Standards/Benchmarks/Guiding Questions are posted in classroom.
- GANAG format is posted.
- Grade updates are posted.
- Instructor engages in positive interactions with students.
- Instructor shows character (respect, responsibility, self discipline and citizenship etc).
- Classroom climate is respectful among teacher-students and student-student.
- Classroom is organized and instructional resources are accessible to students.
- Active learning and differentiation within a variety of learning opportunities.

TEACHER'S DAILY INSTRUCTION

- Instructor displays knowledge of the health content and prepared with all instructional materials.
- Lessons are based on standards/benchmarks and district-aligned curriculum.
- Instructor communicates and references benchmarks and guiding questions.
- Prior knowledge is accessed and key concepts and/or skill are reviewed.
- Instructor effectively monitors student behavior (circulating room and engaging with students).
- Teachers organize daily instruction into three main sections:
 1. 5-15 minutes of direct instruction and/or modeling
 2. Guided practice, cooperative group work and/or individual practice
 3. Summary of lesson and checking for understanding
- Smooth Transitions are made without loss of instructional/learning time.
- Instructor uses high level and consistent questioning (use of accountable talk).
- Implement daily literacy strategies (write to learn, literacy circles, vocabulary, and non-fiction writing).
- Instructor uses a variety of teaching strategies (direct instruction, small group, pair share, quick write etc.).
- Instructor provides differentiated lessons for ELL and Special Education students.

STUDENTS

- Students are actively engaged and participating in the learning process.
- Students are using health concepts and vocabulary in discussion.
- Student work is clearly aligned to appropriate priority benchmark.
- Students understand and respect classroom expectations and routines.
- Students are involved in discussions and collaboration of groups.
- Students are engaged in nonfiction writing, reading, and/or vocabulary strategies in Health.
- Students are engaged in arts literacy strategies with movement in the classroom.

ASSESSMENT

- Student assessment data is posted and up to date.
- Regular communication with parents is prevalent and documented.
- Engaging classroom assessments (both formative and summative) are ongoing.
- Formative and Summative assessments are tracked and analyzed for individual students.

SECONDARY CONTENT AREA:

Physical Education

CLASSROOM ENVIRONMENT/ROUTINES:

- Unit Priority Standards/Benchmarks/Guiding Questions are posted in classroom.
- Grade updates are posted.
- Instructor engages in positive interactions with students.
- Instructor shows character (respect, responsibility, self discipline and citizenship etc).
- Classroom climate is respectful among teacher-students and student-student.
- Active learning and differentiation within a variety of learning opportunities.
- Instructor models healthy and active behaviors.

TEACHER'S DAILY INSTRUCTION

- Instructor displays knowledge of the physical education and health content and prepared with all instructional materials.
- Lessons are based on standards and benchmarks including a balance of individual, dual and team movement activities.
- Kinesiology of movement is used in instruction.
- GANAG lesson format is posted and referenced in instruction.
- Developmentally sequenced and appropriate progressions of gross motor skill and movement concept instruction.
- Instructor communicates and references standards/benchmarks and guiding questions.
- Instructor effectively monitors student behavior (circulating room and engaging with students).
- Teachers organize daily instruction into four main sections:
 1. Warm up to improve physical fitness, review or introduce content
 2. Skill or concept instruction, refinement and practice
 3. Application of skills and concepts
 4. Summary of lesson and check for understanding
- Smooth Transitions are made without loss of instructional/learning time.
- Direct instruction is broken down into sections no more than 5 minutes in length.
- Instructor uses high level and consistent questioning (use of accountable talk).
- Implement Literacy strategies (write to learn, oral writing strategies, vocabulary, and non-fiction writing).
- Instructor uses a variety of teaching strategies (direct instruction, small group, pair share, inquiry, etc.).
- Instructor differentiates lessons and supports all learners including ELL and Special Education students.
- Formative and/or summative assessments are used daily and ongoing to inform instruction.

STUDENTS

- Students are actively engaged and participating in the learning process.
- Students are using physical education and health concepts and vocabulary in discussion.
- Student work is clearly aligned to appropriate priority benchmark.
- Students understand and respect classroom expectations and routines.
- Students are involved in discussions and collaboration of groups.
- Students are engaged in nonfiction writing, reading, and/or vocabulary strategies in physical education and health using individual white boards.
- Students are engaged in arts literacy strategies.

ASSESSMENT

- Student assessment data is posted and up to date.
- Regular communication with parents is prevalent and documented.
- Engaging classroom assessments (both formative and summative) are ongoing.
- Formative and Summative assessments are tracked and analyzed.
- Grades are based on Standards NOT on dressing out.