MCSD
Teacher Handbook
2014-2015

August 2014

MONTROSE & OLATHE SCHOOLS
MCSD Teacher Handbook 2014-15

“Let him that would move the world, first move himself.”

~Socrates

Table of Contents

1

District Initiatives

2

Teaching Is What Matters – SBE Quotes

3

Part I: Educator Effectiveness, Licensed Educator Evaluation Introduction

4-7

Purpose

4

Picture

5

Plan & Part

6

Slot Tool Calculations

7

Part II: Standards Based Instruction in MCSD

8-11

Guaranteed Viable Curriculum

9

SBE Teaching & Learning Cycle

9-11

Part III: Professional Learning Communities

12

Part IV: Glossary

13-14

Part V: Appendices

15-17

A – Best Instructional Practices

15-16

B – MCSD Instructional Model

17

Montrose & Olathe Schools

www.mcsd.org
**District Initiatives Designed to Improve Student Achievement**

- **STANDARDS-BASED EDUCATION (SBE) AND BEST INSTRUCTIONAL PRACTICES**
  What We Teach. How We Assess and Plan. How We Teach and Respond.

- **PREK-12 LITERACY (READING, WRITING, SPEAKING, LISTENING)**
  Our primary learning tool is reading. Critical Thinkers and Readers.

- **CURRICULUM**
  - Guaranteed – "Opportunity to Learn" for every student by providing the necessary learning experiences and supports for students to master the curriculum.
  - Viable – The standards based curriculum designed is manageable in order for a student to learn it in a year’s time.
  - Regular reviews and updates of the curriculum.

- **MTSS**
  Building a System of Support for All Students.

- **TECHNOLOGY**
  Engaging Students in a 21st Century Learning Environment.

- **TEACHER AND SUPPORT STAFF EVALUATIONS**
  Feedback and Coaching Leading to Improved Staff and Student Performance.

- **STUDENT SERVICES**
  Specialized Practices and Support for Students with IEPs and ALPs.

- **COUNSELOR CORP GRANT**
  21st Century, School to Career Counseling.
Teaching Is What Matters

Five years of effective teaching can completely close achievement gaps.
~M. Schmoker

STANDARDS, MUST BE CRYSTAL CLEAR TO STUDENTS AND TEACHERS.
~M. Schmoker

Definition of Insanity: Doing the same thing over and over and expecting different results.
~A. Einstein

THE TEACHER EFFECT MAKES ALL OTHER DIFFERENCES PALE IN COMPARISON.
~Dr. William Senander

PLC’s: Teams identify a low scoring area of student achievement, decide or create new or additional teaching strategies everyone will use to intervene with students who are not learning well and quickly decide on another common assessment to use to determine if learning has increased after a period of time of intervention and additional teaching. The goal is to ensure that every student learns the concepts and skills that have been collaboratively decided upon by the team. This process is repeated on a regular and scheduled basis. ~M. Schmoker

Perpetual Optimism is a force multiplier.
~C. Powell

Change is the law of life. And those who look only to the past or present are certain to miss the future. ~John F. Kennedy

Without a struggle, there can be no progress.
~Fredrick Douglas

Let him that would move the world, first move himself.
~Socrates

Never work harder than your students. ~R. Jackson

The heart of instruction is monitoring.
~M. Schmoker

Guaranteed and Viable Curriculum is the #1 School-Level factor for student success. Effective Instructional Practices is the #1 Teacher-Level factor for student success. ~R. Marzano

It’s not progress I mind, it’s the change I don’t like. ~Mark Twain

Writing is the litmus paper of thought — the very intellect will not develop if not allowed to put words in their own thoughts.
~M. Schmoker

Perhaps no enterprise is more crippled by complexity than school improvement. ~M. Schmoker
Educator Effectiveness, Licensed Educator Evaluation Introduction

Part I

Introduction

With the passage of Senate Bill 10-191 (S.B. 10-191), Colorado is improving its approach to evaluating the performance of principals, teachers and specialized service professionals. Implementation of this new approach will take time and commitment from both the state and its school districts. The principal and teacher evaluation systems are being planned, developed and implemented thoughtfully with a focus on continuously improving educator performance and student results.

Passed in 2010, S.B. 10-191 is designed to make the licensed educator evaluation process more comprehensive, professionally useful and focused on student achievement. S.B. 10-191 guides the state and school districts in the transformation of current evaluation processes from a focus primarily on compliance to more rigorous and supportive processes that provide for continuous professional learning and improvement. To support school districts in implementing the new evaluation requirements, the Colorado Department of Education (CDE) developed a model system as an option for districts to use. CDE believes creating a model evaluation system provides more consistent, fair and rigorous educator evaluations, saves districts valuable resources and enables them to focus on improving teaching and learning.

Evaluations are used to determine minimal competency and are statutorily (legally) required for teachers. Once competency has been determined, evaluations can be used to acknowledge the positive aspects employees bring to organizations as well as used to coach and guide employees toward improvement. To help frame the thinking around this evaluation transition, the following pages will aim to clarify the Purpose, provide a Picture, outline a Plan, and describe the Part each of us will play in this transition.

PURPOSE

Evaluations are first and foremost measures based on observations designed to improve teaching for increased student achievement. Like any measure, evaluations can have reliability issues (inconsistency), validity issues not measuring what they are intending to measure, error (randomness that makes the measure inefficient), and bias (a systematic and inaccurate tendency in the measure). In order to build trust on the part of our employees, we must do all we can to minimize all of these issues within our evaluation system. Failure to make our evaluations reliable and valid diminishes their power to improve the employee and the organization as a whole. Therefore, using the following guiding principles, MCSD licensed evaluations should:

- Focus on continuous student success
- Balance accountability with professional learning and growth
- Endorse the complexity of teaching
- Represent sources of evidence/artifacts
- Reflect an efficient and effective use of district resources
- Support an ongoing collaborative culture of professional inquiry and structured reflection
- Provide trained evaluators with a structure for consistency of judgment and documentation
- Honor and support teachers in different stages of their careers
- Support teachers as they assume diverse roles within their schools and extended learning communities
- Support school/district initiatives
PICTURE

Evaluation should be a collaborative process that involves teachers and administrators working together to support educator improvement. The MCSD licensed evaluations are designed to ensure teachers are meeting the expectations of the District, and to act as tool to help with individual improvement. Observations take place, conversations based on what has been observed will occur, and a cycle of feedback and growth over time will develop. Through increased collaboration between the teacher and the administrator, the goal is to have educator growth. Improvement will be an ongoing, year-to-year process, as opposed to an isolated annual occurrence. Additionally, with the teacher having more involvement and accountability, evaluation and growth should be something educators participate in with an administrator, as opposed to a process that is done to them. Evaluation then, looks like ongoing conversations, shared decisions and meaningful feedback designed to improve teaching.
PLAN
Evaluation and educator improvement is a complex process that requires planning and organization. The following timeline is designed to provide an outline for the evaluations in order to provide information, feedback and data to the teacher in a timely fashion in order for ongoing improvement to occur.

<table>
<thead>
<tr>
<th>EVALUATION COMPONENT</th>
<th>TIMELINE</th>
<th>FORM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual Orientation</td>
<td>Before Students Arrive</td>
<td>CDE Evaluation System: Users Guide</td>
</tr>
<tr>
<td>Self Assessment</td>
<td>By October 1</td>
<td>Teacher Rubric</td>
</tr>
<tr>
<td>Review of Annual Goals and Performance Plan</td>
<td>By October 1</td>
<td>School Counselor</td>
</tr>
<tr>
<td>Mid Year Review</td>
<td>December 15-January 15</td>
<td></td>
</tr>
<tr>
<td>Evaluator Assessment</td>
<td>Before April 1</td>
<td></td>
</tr>
<tr>
<td>End of Year Review</td>
<td>By April 30</td>
<td></td>
</tr>
<tr>
<td>Final Professional Practice Ratings</td>
<td>Two weeks prior to the last day of school</td>
<td></td>
</tr>
<tr>
<td>Goal-Setting and Performance Planning</td>
<td>Prior to next evaluation cycle</td>
<td></td>
</tr>
</tbody>
</table>

PART
Role of the Administrator:
The role of the evaluator is to give accurate, honest, unbiased and timely feedback to improve the quality of teaching. This is done through informal and formal observations, as well as informal and formal conversations regarding the quality of instruction.

The role of the licensed professional is to be open to and reflect upon feedback.

Role of the Teacher:
Licensed staff should have a growth mindset and use evaluation as an opportunity for improvement based on self-reflection and self-evaluation. Licensed staff should be open to the evaluation process, provide documentation to the evaluator, welcome observations and feedback, and take personal responsibility in a collaborative evaluation process.

SLOT Tool:
The Colorado State Model Educator Evaluation System is intended to provide support, incentives and rewards for educators as they engage in the challenging work of enabling and empowering students to learn. The effectiveness definitions and quality standards provide clear guidance about state priorities for effective education. The use of multiple measures ensures that these ratings are of high quality and will provide a more accurate and nuanced picture of professional practice and impact on student learning. The use of performance standards to rate performance allows more precision about professional expectations, identifies educators in need of improvement and recognizes performance that is of exceptional quality. The following diagram represents the weighted categories for each of the standards required for professional staff.

Please note, for the 2014-15 school year, the SLOT* component of the rubric compromises 23% of the total performance rating for licensed staff.
* The SLOT tool is based on approved criteria for measuring student performance.

---

**Definitions**

- **Observation** – any opportunity that allows for the direct collection of evidence on professional performance.
- **Formal Observation** – a min of 30 continuous minutes of observation with a post observation conference.
- **Teacher** – any licensed non-administrator.
- **Evaluation** – a yearlong collaborative process that incorporates reflection of evidence and feedback to determine educator effectiveness.
- **Summative Evaluation** – an evaluation, that summarizes a licensed educator’s performance with a final rating. Summative evaluations occur either every year, or every other year.

- **Artifacts** – the documents, materials, processes, strategies and other information that result from the normal and customary day-to-day work of any educator.
- **Lesson Plan** – the documented lesson design that can be viewed at the time of the lesson that contains at minimum; References to the Colorado Academic Standards being taught through learning goals and objectives; a method of assessing what students have learned; effective instructional practices including differentiation; and incorporates engagement strategies for learners.
Part II: Standards Based Education in MCSD

Teaching Matters
Part II: Standards Based Education in MCSD

Guaranteed
Every student, regardless of school, regardless of teacher, is taught the agreed-upon essential standards, core skills, and concepts.

Viable
The guaranteed curriculum is doable: We provide the Tools, Time and Capacity to reach all kids — at least 80% master the essential skills and concepts of the guaranteed curriculum.

Curriculum
What is actually taught and learned. To meet students’ needs, the curriculum must be standards-based, guaranteed, and viable.

Standards Based Education (SBE) TEACHING and LEARNING CYCLE

1. Select Standards and Grade Level Expectations for a Unit
   - What do we want students to know and be able to do?
     - Know the Standards and Grade Level Expectations
     - Choose the most essential Evidence Outcomes
     - Consider Endurance, Leverage, Readiness for next level
     - Narrow to what is MOST ESSENTIAL and viable
     - Remember postsecondary workforce readiness (PWR) skills
     - Ensure key Concepts are taught deeply
     - Write Inquiry/Essential Questions
2. Design Assessment/s
   ~ How will we know if they have learned what is essential?
   • Decide how all students can best demonstrate their learning
   • Align verbs from the standards to the assessment/s
   • Consider Bloom’s Taxonomy to ensure critical thinking
   • Choose multiple types: performance, product, test, etc.
   • Design end of unit assessment
   • Align assessment to selected standards
   • Ensure Rigor, 21st Century Skills, and clarity
   • Design the rubric or performance criteria
   • Consider formative assessments to check along the way

3. Choose Best Instructional Practices
   ~ What (major) learning experiences will facilitate their success?
   • Select research-informed best instructional practices (Appendix A)
   • Align instruction using verbs from the standards and Bloom’s Taxonomy
   • Design first weeks to create positive learning community
   • Design for Gradual Release of Responsibility
     ✓ Direct Instruction
     ✓ Guided Instruction
     ✓ Paired & Collaborative Processing
     ✓ Independent Practice and Demonstration of Learning
   • Provide opportunities for metacognition
   • Prepare students for success on assessment/s
   • Design student activities and assignments as formative assessment

4. Teach using the Montrose District Instructional Model
   ~ What (daily) learning experiences will facilitate their success?
   • Use research-informed, best instructional practices (Appendix A)
   • Have a daily lesson plan (Appendix B)
     ✓ “Hook” students’ interest and focus
     ✓ Provide “clarity of purpose” for the lesson
Plan “learning activities” to ensure all students succeed
- Provide “closure”
  - Monitor, circulate, observe, re-teach, confer
  - Bell to bell teaching and learning
  - Use quality questioning techniques
  - Plan to stretch students’ critical thinking
  - Ensure ways students can show their thinking
  - Demonstrate high expectations for all students

5. Assess Along the Way and at the End of Unit
   ~ Are they learning / Did they learn what is essential?
   - Find out if students are learning
   - Circulate and observe to gather formative assessment data
   - Analyze student work to gather formative assessment data
   - Provide students with quality feedback and coaching
   - Use formative assessment data to inform next steps

6. Respond to Student Performance on Assessments
   ~ What do we do if they are not learning or already know it?
   - Analyze formative assessments and other data
   - Respond strategically to student learning data
   - Provide students with quality feedback and coaching
   - Decide what to do if students are not learning
     - Weave increased clarity and practice into next lesson/unit
     - Provide quality feedback with opportunity for revision
     - Differentiate content, product or process
     - MTSS Tier II for chronic or acute issues
   - Decide what to do for those who already learned
     - Feedback for increased mastery/rigor/extension
     - Differentiate content, product or process
   - Flexibly group for differentiated purposes
Part III: Professional Learning Communities

Professional Learning Communities: A Pathway to Success
Montrose and Olathe School District believes that teachers working collaboratively to improve instruction is essential to increasing student achievement. The District sets aside dedicated time each Wednesday with the early release of students so teachers and administrators can work together in Professional Learning Communities (PLCs), the agreed upon system for professional development. This release time represents a significant investment and the District feels that all staff should understand the purpose of PLCs and have a deep-rooted knowledge regarding how they should function.

PLCs are Times When Teams:
- **Focus on examining outcomes to improve student learning:** PLCs require examining student data from common assessments. Teams identify areas of needs based on data from an assessments and then design or decide strategies to work on areas of student need that will be used by the entire team with fidelity (DuFour, 2004).
- **Use PLCs to promote results-oriented thinking that is focused on continuous improvement and student learning:** Results occur because a group of teachers decide they will ALL use effective, mutually agreed upon strategies. Teachers must teach each other what works for student achievement (Reichstetter, 2006). The focus goes beyond a team getting together to look at data: In PLCs, teachers respond to data that require mutual accountability and changing classroom practices. Data help motivate teachers to see what is happening and what they need to do collectively (White & McIntosh, 2007).
- **Clearly define what students must know and be able to do:** In order to have effective PLCs, teachers at times may need to clearly define and communicate the written curriculum or to develop common assessments (DuFour, 2004).

No Collaborative Data Analysis or Curriculum Work= No PLC!
- In a PLC, teachers are working collaboratively on what students are expected to know and be able to do (curriculum, grade level indictors, maps, lesson plans, etc.).
  OR:
  - Teachers are collaboratively analyzing an assessment, either formative or summative, in order to determine what teaching strategies they all agree to use to reach the desired level of learning: “What will we all do Monday in reaction to what we learned from analyzing this assessment?”

PLCs are Not:
Team meetings.
**Time to work on issue related to schedules, field trips, projects, student behavior, events, etc.**
To be a time just to “work together”.
**For general lesson planning or grading (unless done as described above).**
Part IV: Glossary

**Best Instructional Practices** – According to MTSS (Multiple Systems of Support), research-based instruction ALL students should receive. 80% of all students in the class should be successful on the unit assessment. No more than 20% should need Tier II or III interventions.

**CAS** – (Colorado Academic Standards) Colorado Department of Education's standards for student learning across grades and contents. Colorado adopted the Common Core State Standards (CCSS) in 2012 and aligned the CAS to incorporate the entire CCSS while maintaining its unique aspects, including Personal Financial Literacy, 21st Century Skills, Prepared Graduate Competencies, and preschool expectations.

**CMAS** – (Colorado Measures of Academic Success) Aligned to standards and frameworks. Testing begins the 2014-15 school year. These new assessments will replace the Transitional Colorado Assessment Program (TCAP) assessments in reading, writing and math.

- **Colorado Summative Assessment of Science and Social Studies**: Science – grades 5, 8, 12; Social Studies – grades 4, 7, 12.
- **PARCC** (Partnership for Assessment of Readiness for College and Careers) English Language Arts & Math – grades 3-11.

**Coaching** – The best coaches are excellent teachers. They correct mistakes immediately in a constructive way that builds confidence and motivation to improve. The coach insists on practice until the new skill becomes automatic. Teachers should strive to emulate this “coaching” model.

**Curriculum Map** – Unit based instructional guides with learning outcomes that are aligned to Instructional Calendars with unit summative and formative assessments.

**Educator Effectiveness** – The new Educator Effectiveness Evaluation System: Every teacher will be evaluated every year, based upon his/her students' achievement/growth (23% 2014-15 and 50% 2015-16 and thereafter) and the Educator Effectiveness Rubric which includes five standards: I - Pedagogy (Literacy/Math & Content); II - Learning Environment; III - Planning and Instruction; IV - Reflection on Practice; and V - Leadership.

**Formative Assessment** – Assessments for learning that should occur multiple times throughout a unit of study. They are used by teachers and students to see progress toward the learning objectives and standards, understand strengths and areas for improvement, and to plan next instructional and learning steps.

**GRR** – (Gradual Release of Responsibility) Fisher and Frey’s model for ensuring that learning is scaffolded for student success on assessments and mastery of standards. The premise is that students need direct instruction of new information and modeling of new skills, followed by guided practice and collaborative processing, and finally independent practice and demonstration of learning. Teachers design to gradually release the responsibility for learning to their students.

**GVC** (Guaranteed and Viable Curriculum) Standards-based curriculum designed to be “viable,” doable within the given time frame, and “guaranteed” to every student in a district, regardless of teacher. A GVC combines “opportunity” and “time” to learn.
Inquiry Questions (or Essential Questions) – The engaging, debatable, and overarching questions that frame a unit. They are relevant, catch students’ interest, and guide students to think more conceptually and abstractly (i.e., these questions are open-ended and will not have one correct answer). They can guide and deepen student learning and inform teachers throughout the unit design and lesson planning process to use quality instructional strategies and increase student engagement.

Instructional Framework – A structure or model that defines key components for teaching and learning during an instructional period. This common framework creates coherence around curriculum, instruction, and student outcomes.

Instructional Calendar – A year long course of study, by quarter, of grade level expectations and major assessments.

Learning Objective – What students should learn and be able to do as a result of the day’s lesson. Must be directly connected to the Unit Standards and GLEs, and should help students succeed on the unit assessment. Can be written as “I Can” statements. Research has shown that posting quality learning objectives and ensuring that students understand them, positively impacts student learning.

Literacy – The ability to read, write, speak and listen for a variety of authentic purposes – the responsibility of every teacher, at every level, and in every content area.

Performance Task List – (Similar to a Rubric) Assessment Criteria that describes the expected level of performance and provides a resource for student self-assessment and teacher feedback. Like a rubric, it should be given to students before they begin work in order to provide clarity of expectations and allow students to self-assess before the final work is submitted.

Professional Educator – One who stays up-to-date with the literature and research in education and constantly reflects and revises to improve his/her professional practice and increase student learning.

PWR – (Postsecondary Workforce Readiness) Workforce and college readiness skills outlined from the Colorado Community College System (CCCS).

Rubric – A holistic or analytic scoring guide that lists and describes behaviors, processes, or products at each level on a scale. It should always be provided to students at the beginning of a unit and used throughout to help students and teachers monitor student progress. It informs teacher feedback and empowers students with information needed to self-assess and make necessary corrections along the way.

SPF / DPF – School / District Performance Framework – The state’s accountability system based on measures of student achievement and growth gaps, and postsecondary workforce readiness measures.

SBE (Standards Based Education) The implementation of a guaranteed, viable curriculum, using quality assessment and research-informed best instructional practice. Accomplished by strategic planning of units designed with the end in mind and informed through a continuous teaching and learning cycle. SBE allows for second chance learning, based on student growth towards and beyond proficiency.

Unit Design – Intentional unit design with the end (standards), rather than the activities in mind.
Part V: Appendices

Appendix A – Best Instructional Practices

Colorado 21st Century Skills
1. Critical Thinking and Reasoning
2. Information Literacy
3. Collaboration
4. Self-Direction
5. Invention (Creating Solutions)

Learning Activities that build POSTSECONDARY WORKFORCE READINESS Skills (Colorado Career Cluster Power Standards – CDE, CCCS)
1. Find and use Information and Informational Technology
2. Creativity and Innovation
3. Collaboration
4. Work Ethic
5. Critical Thinking and Problem Solving
6. Civic Responsibility
7. Communication
8. Personal Responsibility
9. Global and Cultural Awareness

FORMATIVE ASSESSMENT to Inform Instruction (Chappuis, 2009; Popham, 2008; Wiliam & Black, 2010)
1. Allows students and teacher to recognize and act upon the learning progress
2. Any learning activity or product that is used to inform instruction
3. Quality Formative Assessment
   a. Offers students clear picture of learning objectives
   b. Provides Learning Activities that will show their understanding and progress
   c. Provides FEEDBACK and allow students to self-assess and set goals
   d. Gives TIME for students to act on the feedback, practice, and self-reflect
4. Multiple types of Formative Assessments
   a. Pre-assessments, class assignments or rough drafts
   b. Classroom monitoring of student work and engagement
   c. Observation of student learning activities
   d. White board responses, quick writes, exit cards, or other checks for understanding

Quality FEEDBACK (Hattie, 2009; Schimmer, 2014; Wiliam and Black, 2010)
1. Timely and Ongoing
2. Specific, Targeted and Hope-producing
   a. What was done well in respect to the learning objective
   b. What missed the mark (not everything; just the most important next thing/s)
   c. What the student can do NEXT to get closer to the mark
3. Time for students to revise/practice in response to the feedback

High EXPECTATIONS (Hattie, 2009)
For all students – in all our words and actions!

WRITING in the Content Areas (Schmoker, 2011)
METACOGNITION (Hattie, 2009)
1. Clarity of What and Why specific learning is needed
2. Clarity around HOW learning happens
   a. Problem-Solving and Thinking strategies
   b. Individual Learning and Progress
   c. Processes

AUTHENTIC Reading, Writing, Speaking, and Listening (Hattie, 2009; Schmoker, 2011)
3. Purposeful Reading, Writing, Listening, and Talking in every content
   a. Students actively read authentic texts for a clear purpose
   b. Students talk, think, and write about their understanding
4. Activities that require students to think as they read, write, and discuss
5. Explicit strategies directly taught, then followed up with guided practice
6. Connecting content learning to reading and writing instruction

CLASSROOM MANAGEMENT AND LEARNING ENVIRONMENT (Hattie, 2009; Marzano, 2001)
1. Building a Safe Community of Learners / Positive Risk-Takers
2. Strong Relationships: (Teacher w/ Student AND Students w/ Students) Bell-to-bell Learning
3. Teacher as “Warm Demanders”
4. Active Monitoring of Engagement and Fostering of Effort
5. Quality Instruction and Formative Assessment to ensure hope for competence

Seven STRUCTURES OF BEST PRACTICE Teaching (Zemelman, Daniels and Hyde, 2005)
1. Small Group Activities
2. Reading as Thinking
3. Representing-to-Learn
4. Classroom Workshop
5. Authentic Experiences
6. Reflective Assessment
7. Integrative Unit

1. Cognitive: Connecting the Known to the New; Challenge
2. Social Learning
3. Emotions
4. Movement (among other physical needs)
5. Safety

High-Impact Instructional Strategies (Hattie, 2009; Marzano, 2001)
1. Direct Instruction
2. Generating and Testing Hypothesis
3. Representing Ideas (Concept-Mapping, Graphic Organizers, etc.)
4. Recording Thinking (Writing, Note-taking and Summarizing)
5. Cooperative (Social) Learning
6. Metacognitive Learning (Modeling, Think-Aloud)
7. Identifying Similarities & Differences (classifying, analogies, metaphors, etc.)
8. Reciprocal Teaching
9. Setting Objectives and Providing FEEDBACK (Reinforcing effort)
10. Building Background Knowledge and Vocabulary Instruction
Appendix B – Montrose District Instructional Model

(Bell to Bell Teaching and Learning)

GRADUAL RELEASE OF RESPONSIBILITY (Fisher and Frey, 2008)
1. Direct Instruction (Focus Lesson)
2. Guided Instruction
3. Paired and Collaborative Processing
4. Independent Practice and Demonstration of Learning

MCSD Daily LESSON PLAN FORMAT (informed by Fisher and Frey, 2008; M. Hunter, 1994)

1. Hook / Anticipatory Set
   a. Call Up or Build Background Knowledge
   b. Focus Attention upon the Learning Objective
   c. Brief Review of Past Learning / Critical Content
   d. Create Interest in the day’s learning focus

2. Clarity of Purpose
   (Students must understand what they are to learn, why, and how today’s work connects. . .
   a. Clarity toward the beginning of the unit for students to learn and work meta-cognitively
      toward mastery of learning objectives and success on the unit assessment.
      1. Share Standards, Big Ideas, Skills to be learned
      2. Share Unit Assessment
      3. Share Performance Criteria or Rubric
   b. Clarity each day
      1. Day’s Learning Objective (posted and explained)
      2. Expectations (academic and social behaviors needed for success)
      3. How this day’s work is helping prepare them for later success on the unit
         assessment.

3. Learning Activity
   a. Direct Instruction / Modeling – for New Learning or Increased rigor
      OR
   b. Facilitated Learning: Students Revisit, Process, and Practice past and recent learning for
      mastery (the last three elements of the Gradual Release: guided practice, paired/group
      work, and independent practice.)

4. Closure:
   a. Multiple Purposes
      1. Review Learning
      2. Process Learning
      3. Share Diversity of Thinking and Processes
      4. Build Classroom Community of Learners
      5. Prepare for the next day’s learning
   b. Multiple formats such as whip-around, exit ticket, quick write, sharing of learning, teacher-
      led review, etc.