

# Framework for Instruction

The purpose of this framework is to articulate the official model of instruction in the Epping School District.

## Part I – Planning and Preparation

	Exceeds	Meets	Proficient Defined	Needs to Improve	Does Not Meet
<b>Units of Study</b>			Follows the developed unit plan in planning for instruction		
<b>Lesson Plans</b>			Creates lesson plans which follow this framework and can be followed by a substitute teacher		
<b>Assessments</b>			Adjusts lesson to reflect information gathered in student conferences and assessments		
<b>Higher Order Thinking</b>			Promotes HOTS (analysis, problem solving, evaluation, creation, synthesis) in day’s objective which are specific & measurable		
<b>Visual Cues</b>			Posts anchor charts, focusing question(s), lesson objectives, learning strategies and class agenda for students to use.		
<b>Resources</b>			Provides materials and routines to access materials for students to use in the course of the lesson		

## Part II – Focus or Mini Lesson (“I do” and “We do”)

	Exceeds	Meets	Proficient Defined	Needs to Improve	Does Not Meet
<b>Prior Learning</b>			Activates prior knowledge or experience		
<b>New Learning</b>			States new learning, learning goal explicitly; introduces new material (vocabulary, content, learning strategy)		
<b>Modeling</b>			Models new learning that sets students up for the practice and application work they will undertake		
<b>Student Understanding</b>			Checks for student understanding of the new material at regular intervals		
<b>Communication</b>			Provides plan for practice and application of learning (independent or in groups) and communicates it in at least two ways (spoken, written, visual)		

### Part III – Practice/Application (“You do” independently or with a group)

	Exceeds	Meets	Proficient Defined	Needs to Improve	Does Not Meet
<b>Student Work</b>			Enables students to work on new learning independently, in small groups or as pairs, or as a whole class		
<b>Progress Monitoring</b>			Conferences with students to monitor progress and understanding		
<b>Guided Practice</b>			Works with small groups set up by need; differentiate for interest and skill		
<b>Tasks</b>			Provides differentiated and individualized opportunities for students to manage their own learning; students have the opportunity to practice and apply new skills, content and strategies learned in the focus or mini lesson		
<b>Questioning</b>			Asks higher order questions and encourages students to ask such questions to reflect on their understanding so that they can explain what they know and how they know		
<b>Engagement</b>			Engages students in reading, writing, speaking and listening activities (auditory, visual, kinesthetic)		

### Part IV – Assessment and Reflection (“You do” independently)

	Exceeds	Meets	Proficient Defined	Needs to Improve	Does Not Meet
<b>Summarization</b>			Provides opportunities for students to reflect on their learning; articulate what they learned or why they made the decisions they did; identify what they did not understand		
<b>Formative Assessment</b>			Links assessment to the day’s learning goal or objectives and designs it to inform the next instructional period		
<b>Conferences</b>			Uses conferences with students to determine level of understanding and individualize instruction		
<b>Summative</b>			Designs a variety of assessment tools to reflect the learning goals, engage students in higher order thinking and assess learning		

<b>Assessment</b>					
<b>Rubrics</b>			Provides rubrics, standards and exemplars to make the assessment expectations explicit for students		
<b>Feedback</b>			Provides timely feedback to students to revise and improve their work		
<b>Reporting</b>			Uses appropriate tools to report progress to parents and students in a timely manner		

### Part V – Classroom Environment

	<b>Exceeds</b>	<b>Meets</b>	<b>Proficient Defined</b>	<b>Needs to Improve</b>	<b>Does Not Meet</b>
<b>Routines</b>			Teaches routines that promote fairness, respect and the effective use of time		
<b>Materials</b>			Makes certain students have access to instructional materials and use the procedures to use and return them		
<b>Expectations</b>			Articulates clear expectations for student behavior which are consistently and fairly enforced		
<b>Relationships</b>			Uses understanding of child development to build positive relationships, foster appropriate social interactions, and develop individual and group responsibilities		
<b>Exemplars</b>			Displays quality student work		