CUSD Elements of Quality First Instruction

Learning Targets

A student can articulate their learning objective and monitor their progress towards meeting it.
- ★ Aligns with essential standards
- ★ Matches rigor and sequence of unit
- ★ Written in student-friendly language
- ★ Students can define it in their own words
- ★ Clearly displayed
- ★ Referenced throughout the lesson
- ★ Embeds academic vocabulary
- ★ Measurable
- ★ Uses concrete verbs
- ★ Specific to context of a particular lesson or project
- ★ Students self-assess and reflect on targets

PLC Question 1: What do we want students to know?

Assessments

Formative:
- ★ Ongoing and used to drive instruction (frequent CFUs)
  Tied to driving questions of PLC work- What do we want students to know? How will we know students have learned it? How will we respond when they don't and they do learn it?
- ★ FAST (frequent, actionable, specific and timely)
- ★ Assessment strategies that gauge the understanding of ALL students
- ★ Involve students in assessing their own learning
- ★ A variety of strategies used to assess (i.e. instant snapshot of class with technology, exit ticket, etc.)
- ★ A variety of response options (different ways to demonstrate understanding).
- ★ All DOK levels represented in assessment

Summative:
- ★ Culminating assessments used to drive team and site next steps
- ★ A variety of options
- ★ Choice in demonstrating learning
- ★ Use data to measure effectiveness of instructional programs, goals, and achievements

PLC Question 2: How will we know when our students have learned it?

Differentiation

Tailoring instruction of content, process, products, or the learning environment to meet individual needs of students; Providing a variety of supports for a variety of learners that assists each student in reaching the highest level of thinking and learning
- ★ Teachers design lessons based on essential standards with students' learning styles, scaffolds and equity in mind
- ★ Group students strategically by shared interest, topic or ability
- ★ Manage the classroom to support choice and inquiry
- ★ Builds independence and removes barriers - modifying assignments to meet students' current needs
- ★ Use of academic vocabulary in context
- ★ Flexible language frames and word banks
- ★ Thinking tools, modeling, small groups
- ★ Use of manipulatives, multimedia, visuals, or realia
- ★ Flexible learning space
- ★ Can be additional support (intervention) or enrichment
- ★ Choice in how to demonstrate learning

PLC Questions 3 and 4:
- ○ *What do we do for students who don't get it yet?*
- ○ *What do we do for students who already got it?*

Responsive teaching to ALL

(*Culturally, Linguistically, And Socially/emotionally*)

Culturally responsive (or relevant) teaching:"a pedagogy that empowers students intellectually, socially, emotionally, and politically by using cultural referents to impart knowledge, skills, and attitudes" (Ladson-Billings, 1994, p. 382).
- ★ Recognizes/utilize the cultural/ linguistic/ social-emotional capital and tools students bring to the classroom
- ★ Educators understand their personal triggers and create environments to minimize those effects on student learning opportunities
- ★ Lesson design encompasses essential standards, learning targets, multiple ways for students to demonstrate their knowledge, multiple entry points into the content based on the "whole-child"
- ★ Make meaningful connections to the diverse backgrounds of their students while emphasizing a rigorous curriculum and high expectations for achievement
- ★ Ideal Environment: students feel safe taking educational risks because they have a warm demander educator (high expectations, support, connection) who is aware of students' challenges (i..e age,, home environment, social climate, etc.)
- ★ CRT article

Addresses PLC Questions 1, 2, 3 and 4