



The Playbook (Principal version 8/1/14)

BEFORE INSTRUCTION – CLARIFY LEARNING TARGETS AND PLAN	
Essential Question: What do students need to know, understand, and be able to do?	Implementation Rubric
<p>Strategy: Define Mastery, the connection to the standards, and demonstrate the broader purpose and/or skill.</p> <p>Teachers develop challenging, standards-based, rigorous, learning targets.</p> <p>Teacher Rubric Connection: QS 1, Element A; QS III, Element G,</p>	<p>Action(s):</p> <ul style="list-style-type: none">• Learning objectives are: consistently connected to what students have previously learned, (b) know from life experience, and (c) are integrated with other disciplines• Expectations for students are clear, demanding, high, and are a knowledge or skill.
<p>Strategy: Design Standards-based units/lessons</p> <p>Teachers design units and lessons with challenging, standards-based learning targets using district-adopted curriculum.</p> <p>Teachers develop lessons that reflect the interconnectedness of content areas/disciplines.</p> <p>Teacher Rubric Connection: QS II, Element D; QS III, Element G</p>	<p>Actions:</p> <p>Instructional plans include:</p> <ul style="list-style-type: none">• Measurable and explicit goals aligned to state content standards.• Pre-assessment has been provided to determine student’s academic readiness or level.• Activities, materials, and assessments that are aligned to standards, sequenced from basic to complex, build on prior knowledge, and are relevant.• Plans provide for accommodation of individual student needs• Address different modalities for learning, problem solving and critical thinking.
<p>Strategy: Develop Success Criteria and Performance tasks</p> <p>Teachers develop performance tasks or success criteria that guide and measure student mastery of challenging, standards-based content knowledge and skills.</p> <p>Teacher Rubric Connection: QS 1, QS III, Element E; QS III, Element H</p>	<p>Actions:</p> <ul style="list-style-type: none">• Assessment plans are aligned with state content standards• Measure student performance in more than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, etc.)• Require written tasks• Collect samples of student work and analyze it with a common protocol.



The Playbook (Principal Version 8/1/14)

DURING INSTRUCTION – Ensure Effective Classroom Practice Essential Question: <ul style="list-style-type: none"> • What will students know and be able to do? • How will we know if they have learned it? <div style="text-align: right;">IMPLEMENTATION RUBRIC</div>	
<p>Strategy:</p> <p>Communicate and model clear learning targets</p> <p>Teachers model these targets and what constitutes mastery with regard to product, performance and/or process.</p> <p>Teacher Rubric Connection: QS 1, Element A; QS III, Element G,</p>	<p>Action(s):</p> <ul style="list-style-type: none"> • Learning objectives are: consistently connected to what students have previously learned, (b) know from life experience, and (c) are integrated with other disciplines • Expectations for students are clear, demanding, high, and are a knowledge or skill. • The learning goal is referenced throughout the lesson • Students can relate the goal of lesson when asked
<p>Strategy:</p> <p>Develop a positive classroom culture and practice effective management</p> <p>Teachers develop a positive classroom culture that promotes individual student learning, and encourages academic risk-taking.</p> <p>Teachers collaborate with students to create effective management procedures and routines to insure a safe, respectful environment.</p> <p>Teacher Rubric Connection: QS II, Elements A-B and F.</p>	<p>Actions:</p> <ul style="list-style-type: none"> • Sets high and demanding expectations for every student. • Encourages students to learn from mistakes. • Instructional time is optimized • Teacher-student interactions demonstrate caring and respect for one another. • Rules for learning and behavior are established. • Demonstrates consistency with management strategies.
<p>Strategy:</p> <p>Student Engagement and teacher knowledge of students</p> <p>Teachers guarantee that, throughout instruction, all students</p>	<p>Actions:</p> <ul style="list-style-type: none"> • Consistently organizes the content so that it is personally meaningful and relevant to students. • Consistently develops experiences where inquiry, curiosity and



The Playbook (Principal Version 8/1/14)

DURING INSTRUCTION – Ensure Effective Classroom Practice Essential Question: <ul style="list-style-type: none"> • What will students know and be able to do? • How will we know if they have learned it? <div style="text-align: right;">IMPLEMENTATION RUBRIC</div>	
<p>have access to challenging, standards-based curriculum that leads toward mastery.</p> <p>Teacher engages all students in learning so that they are developing their understanding through what they do.</p> <p>Teacher Rubric Connection: QS 1, Element F; QS II, Element C-D; QS III, Elements A-F</p>	<p>exploration are valued.</p> <ul style="list-style-type: none"> • Regularly reinforces and rewards effort. • Engages all students in class discussion. • Facilitates learning experiences that promote active learning • Displays an understanding of each student’s anticipated learning difficulties. • Incorporates student interests and cultural heritage.
<p>Strategy:</p> <p>Build Disciplinary Literacy</p> <p>Teacher reinforces and extends students’ disciplinary literacy</p> <p>Teacher develops the nature of thinking in disciplines, and in reading, writing and thinking like a practitioner.</p> <p>Teacher Rubric Connections: QS 1, Element B, D and E; QS III, Element C and Element E</p>	<p>Actions:</p> <ul style="list-style-type: none"> • Develops students’ content-specific academic vocabulary. • Guides students in reading of complex, content-rich, informational text and developing written responses grounded in textual evidence. • Develops students’ abilities to identify what information is needed, how to organize and evaluate it, and how to synthesize and communicate it. • Models and develops in students all aspects of disciplinary thought: critical and creative thinking, reasoning, curiosity and innovation
<p>Strategy:</p> <p>Guarantee Access for All Students</p> <p>Teachers guarantee that, throughout instruction, all students have access to challenging, standards-based curriculum that leads toward mastery</p>	<p>Actions:</p> <ul style="list-style-type: none"> • Pre-assess students’ to determine learning readiness prior to instruction • Activate students’ prior knowledge in order to understand their preconceptions and further develop their background knowledge and vocabulary • Pre-teach or re-teach throughout their learning to close students’ gaps in background knowledge or academic performance



The Playbook (Principal Version 8/1/14)

<p>DURING INSTRUCTION – Ensure Effective Classroom Practice</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • What will students know and be able to do? • How will we know if they have learned it? <p style="text-align: right;">IMPLEMENTATION RUBRIC</p>	
<p>Teacher Rubric Connection: QS 1. Element F; QS II. Element D; QS III, Element A and C</p>	
<p>Strategy:</p> <p>Effective Questioning and a Balanced Instructional Design</p> <p>Teachers strategically create a balance between providing high-quality, explicit instruction that targets high levels of rigor and engaging students in well-designed, inquiry-based activities that foster discovery and learning at various DOK levels.</p> <p>Teacher Rubric Connection: QS 1, Elements A-B, and Element D – F; QS III, Element E</p>	<p>Actions:</p> <p>Questions:</p> <ul style="list-style-type: none"> • Are varied and high quality; • provide a balance of DOK • Regularly require active responses (e.g., whole class, choral response, written and shared response, etc.) <p>Instructional Design</p> <ul style="list-style-type: none"> • Models the thinking necessary to perform rigorous tasks and performance expectations • Delivers instruction through multiple modalities • Regularly checks for understanding • Engages students in guided, collaborative, group and individual practice with tasks at various DOK levels
<p>Strategy:</p> <p>Differentiated Instruction</p> <p>Teachers intentionally differentiate and develop alternatives in content, process or product to maximize learning opportunities for each student to develop understanding and mastery.</p> <p>Teacher Rubric Connection: QS 1, Element B and F; QS II, Element D, QS III, Elements A-D</p>	<p>Actions:</p> <ul style="list-style-type: none"> • Coach students to learn effectively through intentionally organized peer-to-peer instruction and flexible, fluid groupings based on students’ needs • Leverage appropriate, available technologies and create structures to maximize personalized learning • Use instructional methods and structures to maximize opportunities for student choice and flexibility



The Playbook (Principal Version 8/1/14)

DURING INSTRUCTION – Ensure Effective Classroom Practice	
Essential Question: <ul style="list-style-type: none">• What will students know and be able to do?• How will we know if they have learned it? <p style="text-align: right;">IMPLEMENTATION RUBRIC</p>	
<p>Strategy:</p> <p>Seeking Evidence and Advancing Learning Through Academic Feedback</p> <p>Teachers strategically conduct effective classroom discussions and activities or tasks that elicit evidence of learning and progress toward mastery.</p> <p>Teachers advance their own learning and student learning through cycles of formative assessment.</p> <p>Teacher Rubric Connections: QS II, Element C – E; QS III A-C and Element H</p>	<p>Actions:</p> <ul style="list-style-type: none">• Oral and written feedback to students is consistent, focused, and of high quality• Feedback supports learning target• Feedback is used to monitor and adjust instruction• Teacher engages students in giving specific and high quality feedback to one another• Check for students’ understanding with 100% student participation• Teachers conduct student observations and conferencing on a daily basis to provide individual academic feedback.
<p>Develop Student Ownership of Learning</p> <p>Teacher guides and supports students in self-regulated learning.</p> <p>Teacher Rubric Connection: QS 1, Element F; QS II, Element C-D; QS III, Element H</p>	<p>Actions:</p> <ul style="list-style-type: none">• Teachers enable students to take ownership of their learning through critical reflection <p>Teacher encourage students to:</p> <ul style="list-style-type: none">• interpret information rather than produce it• draw conclusions and support them through writing <p>connect what they are learning to prior learning</p>



The Playbook (Principal Version 8/1/14)

AFTER INSTRUCTION – Determine Response to Instruction Essential Question: <ul style="list-style-type: none"> • What will we do when they haven't learned it? • What will do when they already know it? <div style="text-align: right;">Implementation Rubric</div>	
<p>Strategy:</p> <p>Analyze Student Data</p> <p>Teachers analyze each student's body of performance data with regard to grade-level expectations to determine gaps and identify student needs.</p> <p>Teacher Rubric Connection: QS III, Element B and H; QS IV, Element A</p>	<p>Action(s):</p> <ul style="list-style-type: none"> • Teacher uses assessments that are aligned to standards, sequenced, and uses data gathered to inform instructional delivery. • Teachers analyze student performance on priority standards in summative assessments to determine how students did on "must know," "should know," and "could know" standards. • Teacher participates with colleagues in collecting samples of student work and analyzing it with common protocol. • Teacher develops new assignments and activities in response to information from assessments. • Teachers refine assessment tools to maximize their potential to inform and adjust instruction.
<p>Strategy:</p> <p>Verify Access</p> <p>Teachers and teacher teams examine assessment data to ensure student access to curriculum.</p> <p>Teacher Rubric Connection: QS II, Element D; QS III, Element G-H; QS IV, Element A</p>	<p>Actions:</p> <ul style="list-style-type: none"> • Teachers and teams review standards-based curriculum to ensure student access of grade-level curriculum. • Feedback from students is regularly used to monitor and adjust instruction • Teacher engages students in giving specific and high quality feedback to one another. • Teachers and teams review curriculum for appropriate types of acceleration, remediation, and/or enrichment based on students' needs.
<p>Strategy:</p> <p>Differentiate Further</p> <p>Teachers reflect on effectiveness and appropriateness of instructional practices to determine further levels of</p>	<p>Actions:</p> <ul style="list-style-type: none"> • Teacher practices display understanding of each student's learning needs • Teachers re-evaluate and adjust, as necessary, to meet the individual needs of students and determine needs and areas for intervention.



The Playbook (Principal Version 8/1/14)

AFTER INSTRUCTION – Determine Response to Instruction

Essential Question:

- **What will we do when they haven't learned it?**
- **What will do when they already know it?**

[Implementation Rubric](#)

differentiation and adjust instruction, as necessary, to meet student needs based on what the data indicate.

Teacher Rubric Connection: QS III, Element C - D

- Teachers identify opportunities to reteach, reinforce, or enrich the current unit or to intentionally plan for the next unit.
- Teachers adjust grouping strategies for Tier 1 differentiation based on pre-assessment, formative and summative data.
- Teachers identify and plan formative assessments to monitor student learning and the effectiveness of differentiated instruction.