Orangeburg Consolidated School District 5:

Building a World-Class Culture of Teaching & Learning

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Teaching and Learning Framework
Revisions

The revisions to the 2013-2014 Teaching and Learning Framework reflect the implementation of the Common Core State Standards. Information regarding the instructional time frame has also been updated to include time for intervention in ELA and mathematics. State and district assessment schedules were included in this edition.

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Teaching and Learning Framework
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Orangeburg Consolidated School District 5:
Building a World-Class Culture of Teaching & Learning

In its broadest sense, the purpose of Orangeburg Consolidated School District 5 (OCSD5) is to promote excellence in teaching and learning inside and outside the classroom. OCSD5 views teaching and learning as a fundamental role and duty of all district personnel, regardless of their respective job description. We believe that student learning is the cornerstone of everything that adults do in a "school community that works." It is an unwavering belief in, thorough understanding of, and tenacious commitment to building a world-class school system. It permeates every function of the OCSD5 System. *It is a World-Class Culture of Teaching & Learning*.

> *Education is that whole system of human training within and without the school house walls, which molds and develops men."* -- *W.E.B. DuBois*

To this end, OCSD5 establishes a culture of excellence that fosters a "non-negotiable" way of doing business complete with instructional imperatives for teachers as well as students. It provides robust demonstrations of what has become known as the **21st Century Three R's: RIGOR – RELEVANCE – RELATIONSHIPS.** Rigor involves helping students develop the capacity to understand content that is complex, ambiguous, provocative, and personally or emotionally challenging. Students and teachers in OCSD5 will participate in lessons and activities that go beyond the remembering and understanding levels of Bloom's Taxonomy. They will learn to think and reason critically, analyze information, justify answers, problem solve, conduct research, and make presentations. Rigorous instruction will not only foster student leadership in classrooms, but will also prepare students for college matriculation.

Relevance, the second R, is present when students understand how taught information and skills have application to their daily life experiences**.** District teachers will prepare and facilitate creative lessons that include student interests, talents, and hobbies. Students will understand why taught concepts are important and how their knowledge of these concepts will apply to their current and future world and subsequently be challenged to be responsible for their own thinking.

The last R is relationships. In order for rigor and relevance to be meaningful, a genuine relationship must exist between student learners and teacher facilitators. There is a lesson to learn in the old adage, "Students won't care how much we know, until they know how much we care." In Orangeburg Consolidated School District 5 we will teach students, not just subjects. We will build relationships of mutual respect, trust, and caring. Teachers will use cognitive empathy to put themselves in the place of the student so that they never forget how challenging school can be. A district culture that embraces and maintains the Three R's of rigor, relevance, and relationships will produce high-performing students, teachers, and administrators.

Without a doubt, the most important aspect of teaching and learning is the relationship between teachers and students. Additionally, a student-centered classroom environment directly impacts student achievement. When teachers differentiate instruction to accommodate students' various learning styles, learning becomes both relevant and retainable. This is essential to create and sustain a World Class system of learning. When students don't learn the way we teach, we are committed to teaching the way they learn. By embracing these professional practices, our schools will become paragons of professional learning communities. We understand the concepts that students must learn, are prepared to intervene and remediate with best practices when students do not learn, and hasten to accelerate student learning for those who demonstrate mastery.

Five Domains Of Teaching And Learning

Our *world-class culture of teaching and learning* is guided by five Teaching and Learning Domains: *INSTRUCT, INFORM, INTERVENE, IMPROVE, and INCLUDE.*

INSTRUCT asks the question "What do we want our students to know, understand, and be able to do?" Whenever any task is approached or any assignment is given, it is critical to know the expected outcome. The state of South Carolina sets the standards for each grade level and classroom. Students are expected to master identified standards and indicators prior to being promoted to the next grade level. Well informed educators are aware of the promotion requirements for each subject and each grade. The **INSTRUCT** Domain encompasses curriculum, planning, instruction, assessment and classroom environment.

INFORM, the second major domain, implores educators to use data to drive instruction. An educator must be able to make several determinations including which data is needed, where the data may be retrieved, and how the data will be used, communicated, and distributed. To this end, we will rely on two types of data: quantitative and qualitative. Quantitative data (hard data) is numeric and measurable. Qualitative (soft data) is individual and situational. Making use of the varied data sources will allow us to answer the question, "How will we know they learned it?"
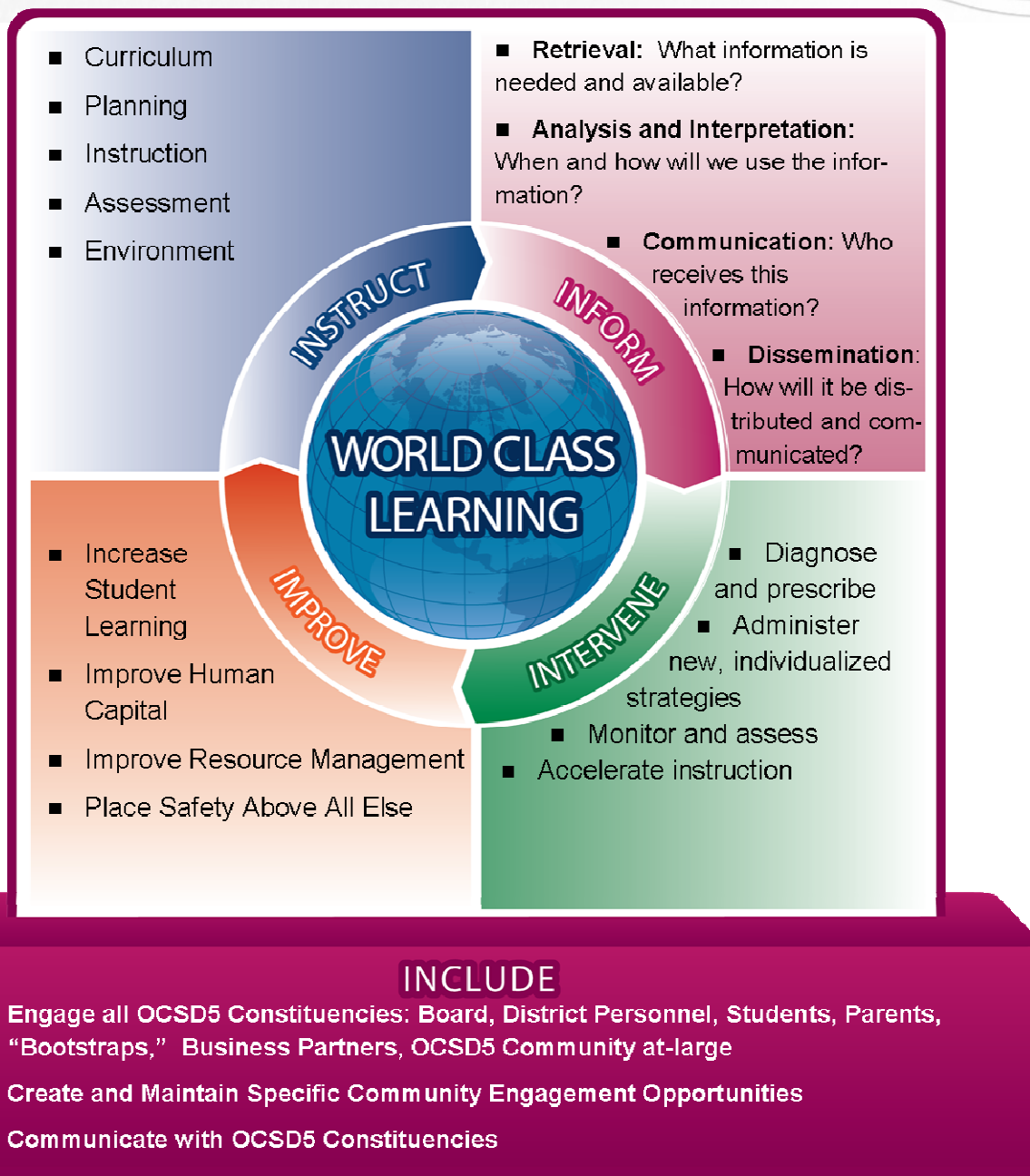
INTERVENE challenges us to answer two questions, "What will we do if they don't know it?" and "What will we do if they do know it?" This aspect of the domain requires teachers to reteach and remediate when students demonstrate a lack of mastery. This domain forces educators to become reflective practitioners of both personal performance and student performance. Some questions to ask are: Who needs intervention and who will provide it; what resources are on hand and which ones are needed; what our expected outcome is; and who will determine and monitor success of the intervention. Perhaps one of the most important questions to ask is what will happen once an individual is successful. We must create plans for our high achieving students.

The **IMPROVE** Domain undertakes the challenge of and commitment to continuously strive for excellence as a school district. It includes acceleration of student mastery, capacity building in human capital, progress monitoring, providing state of the art resources, and keeping every student safe. We recognize that improvement is not a one-time destination but a constant journey to be undertaken by district personnel in conjunction with all stakeholders.

The final domain, **INCLUDE** solicits and implores involvement from every school stakeholder. If students are to be global, productive citizens, involvement and engagement of all OCSD5 constituencies is essential. We are committed to creating meaningful, engagement opportunities that value the experiences and wisdom of community members. Realizing that our collective knowledge is far greater than any one person's, our district will seek to keep our ears and doors open to the community at-large.

Five Domains Of Teaching And Learning

INSTRUCT
- Curriculum
- Planning
- Instruction
- Assessment
- Environment

INFORM
- Retrieval: What information is needed and available?
- Analysis and Interpretation: When and how will we use the information?
- Communication: Who receives this information?
- Dissemination: How will it be distributed and communicated?

WORLD CLASS LEARNING

IMPROVE
- Increase Student Learning
- Improve Human Capital
- Improve Resource Management
- Place Safety Above All Else

INTERVENE
- Diagnose and prescribe
- Administer new, individualized strategies
- Monitor and assess
- Accelerate instruction

INCLUDE
- Engage all OCSD5 Constituencies: Board, District Personnel, Students, Parents, "Bootstraps," Business Partners, OCSD5 Community at-large
- Create and Maintain Specific Community Engagement Opportunities
- Communicate with OCSD5 Constituencies

Each OCSD5 Teaching and Learning Domain delineates necessary support to allow the district's educational system to remain strong and steadfast through any given situation. Each provides the system with guiding standards to uphold its purpose. It is important to note that although domains are independent of one another, they are also interdependent. This cyclical representation depicts relationships of teaching and learning, teacher and student, schools and community, district employees and schools, etc. The domains establish the framework by which OCSD5 creates and maintains a *world-class culture of teaching and learning*.

INSTRUCT

What do we want students to know, understand, and be able to do?

- Curriculum
- Planning
- Instruction
- Assessment
- Environment

WORLD CLASS LEARNING

INSTRUCT
INFORM
INTERVENE
IMPROVE

INCLUDE

The first of the Teaching and Learning Domains, **INSTRUCT,** commands world-class teaching. This is demonstrated through the ways that instruction is organized and delivered in a classroom. It calls forth from teachers a commitment to utilize data to provide for every student, one by one, a learning experience that honors difference, yet has as its goal a mastery of articulated academic performance goals and objectives. World-class teaching rests in a belief system where every child can learn, deserves the best education, and receives these from a highly effective teacher.

INSTRUCT presumes that world-class teaching is demonstrated by one who takes seriously the charge to implement instructional strategies and best practices, that have proven successful in increasing student achievement. Sometimes this means abandoning or changing a long used instructional practice. **INSTRUCT** compels a teacher to remain open to change and "think outside the box".

INSTRUCT expects that teachers will be intimately familiar with the curriculum for his/her respective subject area. It expects that teachers will be easily able to interpret the respective curriculum, articulating performance goals and objectives, and the curriculum's particular scope and sequence – what students will be able to know and do through the subject/course. Highly effective teachers prepare and lead well-organized, objective driven lessons.

The Teaching & Learning Domain, **INSTRUCT**, includes five components:

I. Curriculum

II. Planning

III. Instruction

IV. Assessment

V. Environment

INSTRUCT

I: CURRICULUM

The curriculum is the state identified body of knowledge in which students are expected to demonstrate mastery before being promoted from one grade and/or subject to the next. It is a sequence of courses and their content. The curriculum is articulated in the South Carolina Academic Standards.

ACTION

Effective teachers…

- Are in possession of a copy of the South Carolina Academic Standards;
- Are confident in his/her understanding and mastery of the details of the curriculum;
- Are able to interpret the curriculum so it is "student-friendly."
- Know and understand the curriculum is based on the content and grade level standards for the state;
- Have confidence in the depth and complexity presented in the document;
- Believe the content and pacing will lead to student success;
- Discuss content, pacing, gaps and needs with colleagues frequently;
- Know and understand when and what resources are needed to supplement instruction.
- See how curriculum focuses and connects to what is being learned in the classroom;
- Understand the curriculum and work to align it with standards and assessment;
- Understand the circular relationship between curriculum, instruction and assessment;
- Understand the curriculum serves as a guide for planning instruction by bundling objectives into instructional units;
  Understand the curriculum provides a safety net for students that prepares them for success at the subsequent grade level or course.

Common Core Standards

On June 2, 2010, the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO) released a set of state-led education standards, called the Common Core State Standards. 48 states, 2 territories and the District of Columbia have adopted these national standards. The state of South Carolina adopted the Common Core State Standards in July 2010.

The Common Core State Standards were written for English-language arts and mathematics for grades K-12. The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents have a roadmap for what they need to do to help them. The purpose of the standards is to create college and career ready students.

Most people are under the misunderstanding that the Common Core State Standards Initiative is driven by federal legislation. This initiative is a state-led effort that is not part of No Child Left Behind and adoption of the Standards is in no way mandatory. States began the work to create clear, consistent standards before the Recovery Act or the Elementary and Secondary Education Act blueprint was released because this work is being driven by the needs of the states, not the federal government.

What are we doing to prepare for the Common Core State Standards in South Carolina? South Carolina will be using the "Train the Trainer" model as it relates to providing professional development on the Common Core State Standards. Each district has been allowed to create a district implementation team. District personnel and teachers have been identified for this team. This team has already met and will continue to meet throughout the school year.

Timeline for the common core standards

2010 – 2011 – Adoption of Common Core State Standards

2011 – 2012 – Professional Development on the Common Core

2012 – 2013– Transition Year (Kindergarten and First Grade will utilize the Common Core Standards in ELA and Math. Grades 2-12 will receive professional development regarding the new standards.)

2013 – 2014 – State Test will be comprised of the standards that are common to our state standards and the Common Core Standards

2014 – 2015 – Common Core State Standards Assessment

Common Core State Standards can be found at http://www.corestandards.org

INSTRUCT
I: CURRICULUM

Common Core Standards: Six Shifts in ELA

Shift 1	PK-5, Balancing Informational & Literary	Students read a true balance of informational and literary texts. Elementary school classrooms are, therefore, places where students access the world – science, social studies, the arts and literature – through text. At least 50% of what students read is informational.
Shift 2	6-12, Building Knowledge in the Disciplines	Content area teachers outside of the ELA classroom emphasize literacy experiences in their planning and instruction. Students learn through domain-specific texts in science and social studies classrooms – rather than referring to the text, they are expected to learn from what they read.
Shift 3	Staircase of Complexity	In order to prepare students for the complexity of college and career ready texts, each grade level requires a "step" of growth on the "staircase". Students read the central, grade appropriate text around which instruction is centered. Teachers are patient, create more time and space in the curriculum for this close and careful reading, and provide appropriate and necessary scaffolding and supports so that it is
Shift 4	Text-Based Answers	Students have rich and rigorous conversations which are dependent on a common text. Teachers insist that classroom experiences stay deeply connected to the text on the page and that students develop habits for making evidentiary arguments both in conversation, as well as in writing to assess comprehension of a text.
Shift 5	Writing from Sources	Writing needs to emphasize use of evidence to inform or make an argument rather than the personal narrative and other forms of decontextualized prompts. While the narrative still has an important role, students develop skills through written arguments that respond to the ideas, events, facts, and arguments presented in the texts they read.
Shift 6	Academic Vocabulary	Students constantly build the vocabulary they need to access grade level complex texts. By focusing strategically on comprehension of pivotal and commonly found words (such as "discourse," "generation," "theory," and "principled") and less on esoteric literary terms (such as "onomatopoeia" or "homonym"), teachers constantly build students' ability to access more complex texts across the content areas.

Common Core Standards: Academic Vocabulary

The **Common Core State Standards** (CCSS) define academic vocabulary words as the words that are traditionally used in academic dialogue and text. Specifically, it refers to words that are not necessarily common or that children would encounter in conversation. These words often relate to other more familiar words that students use. For example, rather than watch, observe. They are also words that help students understand oral directions and classroom instructional dialog. They also help **students** to comprehend text across different content areas- including math, science, and social studies/history.

Vocabulary words are often categorized into three tiers.

Tier 1 words: These words are basic vocabulary or the more common words most children will know. They include high-frequency words and usually are not multiple meaning words.

Tier 2 words: Less familiar, yet useful vocabulary found in written text and shared between the teacher and student in conversation. The Common Core State Standards refers to these as "general academic words." Sometimes they are referred to as "rich vocabulary." These words are more precise or subtle forms of familiar words and include multiple meaning words. Instead of walk for example, saunter could be used. These words are found across a variety of domains.

Tier 3 words: CCSS refers to these words as "domain specific;" they are critical to understanding the concepts of the content taught in schools. Generally, they have low frequency use and are limited to specific knowledge domains. Examples would include words such as isotope, peninsula, refinery. They are best learned when teaching specific content lessons, and tend to be more common in informational text.

Source: http://www.learninga-z.com/commoncore/academic-vocabulary.html

Common Core Standards: Informational Text

The Common Core State Standards (CCSS) defines "**informational text**" as a broad category of nonfiction resources, including: biographies; autobiographies; books about history, social studies, science, and the arts; technical texts (including how-to books and procedural books); and literary nonfiction. The CCSS stress the importance of focused instruction using informational text with students.

Informational text is designed to make it easier for the reader to find information. This includes using such eye-catching features as section heads, bold-faced terms, table of contents, glossary, captioned photos, art, and info-graphics (graphs, tables, charts and diagrams, etc.)

When selecting informational resources for students, text quality should be judged for its accuracy, the expertise and credibility of the writer, and the currency of the information presented. The developmental appropriateness of the writing, clarity and directness of the language should also be considered.

Why is Increasing the Reading of Informational Text Important?

Traditional reading instruction has always relied heavily on literature and fictional text. Studies show that only 7-15% of classroom time is spent studying **informational text**. Yet by sixth grade, most of what students are required to read is nonfiction. What's more, 80% of all adult reading is devoted to expository or nonfiction text.

If students are to better comprehend science, social studies, and math text - as well as meet the common core reading and writing requirements for graduation - then we need to increase their exposure to informational texts early in their formal schooling.

Teaching students the skills and strategies to successfully read and comprehend informational text is critical to their future success in higher education and the workplace.

The **English Language Arts [ELA] Common Core State Standards** recommend more reading of informational text with a ratio of literary to informational as follows:

Grade Span	Literary	Informational
K-4	50%	50%
5-8	45%	55%
9-12	30%	70%

INSTRUCT
I: CURRICULUM

Common Core Standards: Depth of Knowledge

Webb's Depth of Knowledge (DOK) provides a vocabulary and a frame of reference when thinking about our students and how they engage with the content. DOK offers a common language to understand "rigor," or cognitive demand, in assessments, as well as curricular units, lessons, and tasks. Webb developed four DOK levels that grow in cognitive complexity and provide educators a lens on creating more cognitively engaging and challenging tasks.
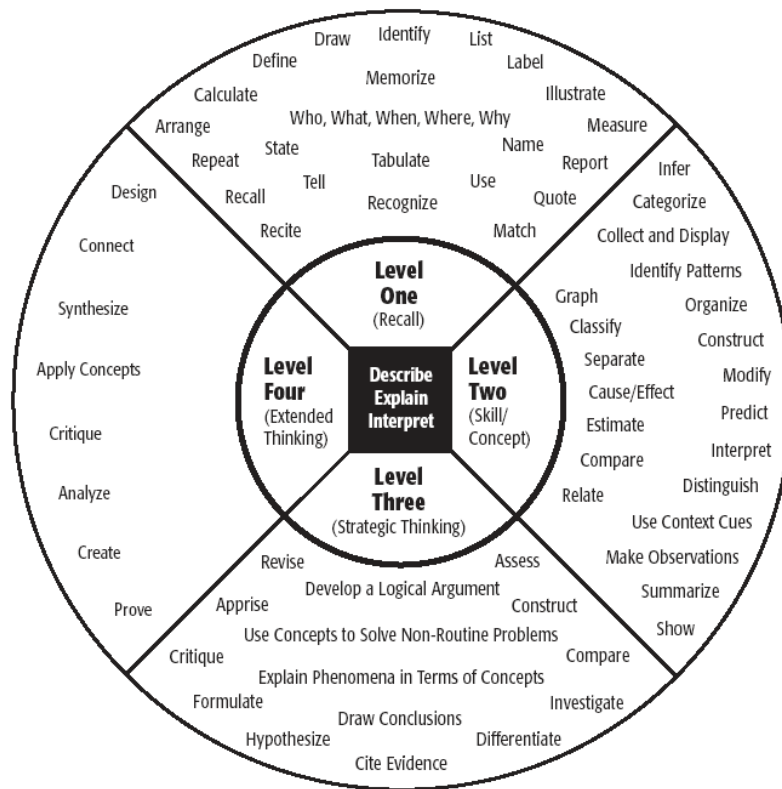
DOK-1 – Recall & Reproduction	DOK-2 – Basic Application of Skills/Concepts	DOK-3 – Strategic Thinking	DOK-4 – Extended Thinking
Recall of a fact, term, principle, concept; perform a routine procedure; locate details	Use of information; conceptual knowledge, select appropriate procedures for a given task; two or more steps with decision points along the way; routine problems; organize/display data; interpret/use simple graphs; summarize, identify main idea; explain relationships; make predictions	Requires reasoning, or developing a plan or sequence of steps to approach problem; requires decision making or justification; abstract, complex, or non-routine; often more than one possible answer; support solutions or judg-	An investigation or application to real world; requires time to research, problem solve, and process multiple conditions of the problem or task; non-routine manipulations; synthesize information across disciplines/content areas/multiple sources

Common Core Standards: Six Shifts in Math

Shift 1	Focus	Teachers use the power of the eraser and significantly narrow and deepen the scope of how time and energy is spent in the math classroom. They do so in order to focus deeply on only the concepts that are prioritized in the standards so that students reach strong foundational knowledge and deep conceptual understanding and are able to transfer mathematical skills and understanding across concepts and grades.
Shift 2	Coherence	Principals and teachers carefully connect the learning within and across grades so that, for example, fractions or multiplication spiral across grade levels and students can build new understanding onto foundations built in previous years. Teachers can begin to count on deep conceptual understanding of core content and build on it. Each standard is not a new event, but an extension of previous learning.
Shift 3	Fluency	Students are expected to have speed and accuracy with simple calculations; teachers structure class time and/or homework time for students to memorize, through repetition, core functions (found in the attached list of fluencies) such as multiplication tables so that they are more able to understand and manipulate more complex concepts.
Shift 4	Deep Understanding	Teachers teach more than "how to get the answer" and instead support students' ability to access concepts from a number of perspectives so that students are able to see math as more than a set of mnemonics or discrete procedures. Students demonstrate deep conceptual understanding of core math concepts by applying them to new situations. as well as writing and speaking about their understanding.
Shift 5	Applications	Students are expected to use math and choose the appropriate concept for application even when they are not prompted to do so. Teachers provide opportunities at all grade levels for students to apply math concepts in "real world" situations. Teachers in content areas outside of math, particularly science, ensure that students are using math – at all grade levels – to make meaning of and access content.
Shift 6	Dual Intensity	Students are practicing and understanding. There is more than a balance between these two things in the classroom – both are occurring with intensity. Teachers create opportunities for students to participate in "drills" and make use of those skills through extended application of math concepts. The amount of time and energy spent practicing and understanding learning environments is driven by the specific mathematical concept and

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Common Core ELA Standards

	Reading Standards for LIterature	Reading Standards for Informational Text	Reading Standards: Foundational Skills	Writing Standards	Speaking and Listening	Language Standards	TOTAL # OF INDICATORS
Kindergarten	10	10	4	10	6	6	46

	Reading Standards for LIterature	Reading Standards for Informational Text	Reading Standards: Foundational Skills	Writing Standards	Speaking and Listening	Language	TOTAL # OF INDICATORS
Grade 1	10	10	4	10	6	6	46

	Reading Standards for LIterature	Reading Standards for Informational Text	Reading Standards: Foundational Skills	Writing Standards	Speaking and Listening	Language	TOTAL # OF INDICATORS
Grade 2	10	10	2	10	6	6	44

	Reading Standards for LIterature	Reading Standards for Informational Text	Reading Standards: Foundational Skills	Writing Standards	Speaking and Listening	Language	TOTAL # OF INDICATORS
Grade 3	10	10	2	10	6	6	44

	Reading Standards for LIterature	Reading Standards for Informational Text	Reading Standards: Foundational Skills	Writing Standards	Speaking and Listening	Language	TOTAL # OF INDICATORS
Grade 4	10	10	2	10	6	6	44

	Reading Standards for LIterature	Reading Standards for Informational Text	Reading Standards: Foundational Skills	Writing Standards	Speaking and Listening	Language	TOTAL # OF INDICATORS
Grade 5	10	10	2	10	6	6	44

	Reading Standards for LIterature	Reading Standards for Informational Text	Reading Standards: Foundational Skills	Writing Standards	Speaking and Listening	Language	TOTAL # OF INDICATORS
Grade 6	10	10	0	10	6	6	42

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Common Core ELA Standards

	Reading Standards for LIterature	Reading Standards for Informational Text	Reading Standards: Foundational Skills	Writing Standards	Speaking and Listening	Language Standards	TOTAL # OF INDICATORS
Grade 7	10	10	0	10	6	6	42

	Reading Standards for LIterature	Reading Standards for Informational Text	Reading Standards: Foundational Skills	Writing Standards	Speaking and Listening	Language Standards	TOTAL # OF INDICATORS
Grade 8	10	10	0	10	6	6	42

	Reading Standards for LIterature	Reading Standards for Informational Text	Reading Standards: Foundational Skills	Writing Standards	Speaking and Listening	Language Standards	TOTAL # OF INDICATORS
Grades 9-10	10	10	0	10	6	6	42

	Reading Standards for LIterature	Reading Standards for Informational Text	Reading Standards: Foundational Skills	Writing Standards	Speaking and Listening	Language Standards	TOTAL # OF INDICATORS
Grades 11-12	10	10	0	10	6	6	42

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I: CURRICULUM

Common Core Math Standards

Mathematical Practices:

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for an express regularity in repeated reasoning.

	Counting and Cardinality	Operations and Algebraic Thinking	Number and Operations in Base Ten	Measurement and Data	Geometry	TOTAL # OF INDICATORS
Kindergarten	7	5	1	3	6	22

	Operations and Algebraic Thinking	Number and Operations in Base Ten	Measurement and Data	Geometry	TOTAL # OF INDICATORS
Grade 1	8	6	4	3	21

	Operations and Algebraic Thinking	Number and Operations in Base Ten	Measurement and Data	Geometry	TOTAL # OF INDICATORS
Grade 2	4	9	10	3	26

	Operations and Algebraic Thinking	Number and Operations in Base Ten	Number and Operations-Fractions	Measurement and Data	Geometry	TOTAL # OF INDICATORS
Grade 3	9	3	3	8	2	25

	Operations and Algebraic Thinking	Number and Operations in Base Ten	Number and Operations-Fractions	Measurement and Data	Geometry	TOTAL # OF INDICATORS
Grade 4	5	6	7	7	3	

	Operations and Algebraic Thinking	Number and Operations in Base Ten	Number and Operations—Fractions	Measurement and Data	Geometry	TOTAL # OF INDICATORS
Grade 5	3	7	7	5	4	26

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Common Core Math Standards

	Ratio and Proportional Relationships	The Number System	Expressions and Equations	Geometry	Statistics and Probability	TOTAL # OF INDICATORS
Grade 6	3	8	9	4	5	29

	Ratio and Proportional Relationships	The Number System	Expressions and Equations	Geometry	Statistics and Probability	TOTAL # OF INDICATORS
Grade 7	3	3	4	6	8	24

	The Number System	Equations and Expressions	Functions	Geometry	Statistics and Probability	TOTAL # OF INDICATORS
Grade 8	2	8	5	9	4	28

	The Real Number System	Quantities	The Complex number System	Vector and Matrix Quantities	TOTAL # OF INDICATORS
High School-Number & Quantity	3	3	9	12	27

	Seeing Structure in Expressions	Arithmetic with Polynomials and Rational Expressions	Creating Equations	Reasoning with Equations and Inequalities	TOTAL # OF INDICATORS
High School-Algebra	4	7	4	12	27

	Interpreting Functions	Building Functions	Linear Quadratic and Exponential Models	Trigonometric Functions	TOTAL # OF INDICATORS
High School-Functions	9	5	5	9	28

INSTRUCT
I: CURRICULUM

Common Core Math Standards

	Congruence	Similarity, Right Triangles and Trigonometry	Circles	Expressing Geo- metric Properties with Equations	Geometric Meas- urement and Dimension	Modeling with Geometry	TOTAL # OF INDICATORS
High School- Geometry	13	11	5	7	4	3	43

	Interpreting Categorical and Quantitative Data	Making Inferences and Justifying Conclusions	Conditional Probability and the Rules of Probability	Using Probability to Make Decisions	TOTAL # OF INDICATORS
High School- Probability	9	6	9	7	31

INSTRUCT

I: CURRICULUM

SC Science Standards

	Scientific Inquiry	Characteristics of Organisms	My Body	Seasonal Changes	Exploring Matter	TOTAL # OF INDICATORS
Kindergarten	5	5	2	3	2	17

	Scientific Inquiry	Plants	Sun and Moon	Earth Materials	Exploring Motion	TOTAL # OF INDICATORS
Grade 1	4	6	4	6	4	24

	Scientific Inquiry	Animals	Weather	Properties and Changes in Matter	Magnetism	TOTAL # OF INDICATORS
Grade 2	5	5	6	4	4	24

	Scientific Inquiry	Habitats and Adaptations	Earth's Materials and Changes	Heat and Changes in Matter	Motion and Sound	TOTAL # OF INDICATORS
Grade 3	8	5	8	4	8	33

	Scientific Inquiry	Organisms and Their Environments	Astronomy	Weather	Properties of Light and Electricity	TOTAL # OF INDICATORS
Grade 4	7	6	8	6	10	37

	Scientific Inquiry	Ecosystems: Terrestrial and Aquatic	Landforms and Oceans	Properties of Matter	Forces and Motion	TOTAL # OF INDICATORS
Grade 5	8	5	6	8	6	33

	Scientific Inquiry	Structures, Processes, and Responses of Plants	Structures, Processes, and Responses of Animals	Earth's Atmosphere and Weather	Conservation of Energy	TOTAL # OF INDICATORS
Grade 6	5	9	7	9	8	38

SC Science Standards

	Scientific Inquiry	Cells and Heredity	Human Body Systems and Diseases	Ecology: The Biotic and Abiotic Enviornment	The Chemical Nature of Matter	TOTAL # OF INDICATORS
Grade 7	7	7	4	6	10	34

	Scientific Inquiry	Earth's Biological History	Earth's Structure and Processes	Astronomy: Earth and Space Systems	Forces and Motion	Waves	TOTAL # OF INDICATORS
Grade 8	7	7	9	10	6	8	47

	Scientific Inquiry Standard PS-1	Chemistry: Structure and Properties of Matter Standard PS-2	Chemistry: Structure and Properties of Matter Standard PS-3	Chemistry: Structure and Properties of Matter Standard PS-4	Chemistry: Structure and Properties of Matter Standard PS-5	Chemistry: Structure and Properties of Matter Standard PS-6	Physical Science: The Interactions of Matter and Energy Standard PS-7	TOTAL # OF INDICATORS
Physical Science	9	7	8	11	10	11	7	63

	Scientific Inquiry Standard B-1	Standard B-2	Standard B-3	Standard B-4	Standard B-5	Standard B-6	TOTAL # OF INDICATORS
Biology	9	8	6	9	7	6	45

	Scientific Inquiry Standard C-1	Standard C-2	Standard C-3	Standard C-4	Standard C-5	Standard C-6	TOTAL # OF INDICATORS
Chemistry	8	9	10	10	9	15	61

INSTRUCT
I: CURRICULUM

SC Science Standards

	Scientific Inquiry Standard P-1	Standard P-2	Standard P-3	Standard P-4	Standard P-5	Standard P-6	Standard P-7	Standard P-8	Standard P-9	Standard P-10	TOTAL # OF INDICATORS
Physics	10	10	6	11	6	9	10	7	7	8	76

	Scientific Inquiry Standard ES-1	Astronomy Standard ES-2	Solid Earth Standard ES-3	Earth's Atmosphere Standard ES-4	Earth's Hydrosphere Standard ES-5	The Paleobiosphere Standard ES-6	TOTAL # OF INDICATORS
Earth Science	10	9	8	8	8	5	48

INSTRUCT
I: CURRICULUM

SC Social Studies Standards

	Standard K-1	Standard K-2	Standard K-3	Standard K-4	TOTAL # OF INDICATORS
Kindergarten: Foundations of Social Studies: Children as Citizens	4	4	3	4	15

	Standard 1-1	Standard 1-2	Standard 1-3	Standard 1-4	TOTAL # OF INDICATORS
Grade 1: Foundations of Social Studies: Families	4	4	3	4	15

	Standard 2-1	Standard 2-2	Standard 2-3	Standard 2-4	TOTAL # OF INDICATORS
Grade 2: Foundations of Social Studies: Communities	5	4	5	4	18

	Standard 3-1	Standard 3-2	Standard 3-3	Standard 3-4	Standard 3-5	TOTAL # OF INDICATORS
Grade 3: South Carolina Studies	3	5	5	6	6	25

	Standard 4-1	Standard 4-2	Standard 4-3	Standard 4-4	Standard 4-5	Standard 4-6	TOTAL # OF INDICATORS
United States Studies to 1865: Grade 4	4	4	4	5	5	5	27

INSTRUCT

I: CURRICULUM

SC Social Studies Standards

	Standard 5-1	Standard 5-2	Standard 5-3	Standard 5-4	Standard 5-5	Standard 5-6	TOTAL # OF INDICATORS
Grade 5: United States Studies: 1865 to the Present	4	4	6	7	4	6	31

	Standard 6-1	Standard 6-2	Standard 6-3	Standard 6-4	Standard 6-5	Standard 6-6	TOTAL # OF INDICATORS
Grade 6: Ancient Cultures to 1600	4	6	4	4	5	6	29

	Standard 7-1	Standard 7-2	Standard 7-3	Standard 7-4	Standard 7-5	Standard 7-6	TOTAL # OF INDICATORS
Grade 7: Contemporary Cultures: 1600 to the Present	5	5	7	6	5	6	34

	Standard 8-1	Standard 8-2	Standard 8-3	Standard 8-4	Standard 8-5	Standard 8-6	Standard 8-7	TOTAL # OF INDICATORS
Grade 8: South Carolina: One of the United States	6	6	4	6	8	5	4	39

	Standard WG-1	Standard WG-2	Standard WG-3	Standard WG-4	Standard WG-5	Standard WG-6	Standard WG-7	Standard WG-8	TOTAL # OF INDICATORS
High School: World Geography	5	6	5	5	6	6	6	5	44

SC Social Studies Standards

	Standard MWH-1	Standard MWH-2	Standard MWH-3	Standard MWH-4	Standard MWH-5	Standard MWH-6	Standard MWH-7	Standard MWH-8	TOTAL # OF INDICATORS
High School: World History from 1300: The Making of the Modern World	6	6	6	7	6	7	5	7	50

	Standard USHC-1	Standard USHC-2	Standard USHC-3	Standard USHC-4	Standard USHC-5	Standard USHC-6	Standard USHC-7	Standard USHC-8	TOTAL # OF INDICATORS
High School: United States History and the Constitution	7	4	5	6	5	4	6	6	43

	Standard ECON-1	Standard ECON-2	Standard ECON-3	Standard ECON-4	Standard ECON-5	TOTAL # OF INDICATORS
High School: Economics	3	6	9	4	3	25

	Standard USG-1	Standard USG-2	Standard USG-3	Standard USG-4	TOTAL # OF INDICATORS
High School: United States Government	6	5	4	6	21

EXPLANATION OF GRADES

Kindergarten students will be given codes/symbols instead of numeric grades to explain student progress and development as shown on the Kindergarten Report Card. Documentation must support teacher assessment.

After students have been given ample opportunity to practice, formal and/or informal assessments must be given and recorded. Grades will then be determined based on these assessments, which may include class work, tests, projects, class participation, lab work, computer aided instructional programs, etc. These grading scales must be followed throughout all content areas.

OCSD5 UNIFORM GRADING SCALES

Core Content Areas (Including Honors & AP)	
Tests, Quizzes, Projects, & Performances **(One grade should be given from this category each week. Vary the type of assessment throughout each nine weeks.)**	40%
Classwork, Daily Participation, Journals, Labs, etc. **(One grade should be given from this category each week. Vary the type of assessment throughout each nine weeks.)**	60%
TOTAL	**100%**

VISUAL AND PERFORMING ARTS , P.E. 6-12	
■ Performance-Based / Demo ■ Art Projects ■ Journal Entries ■ Extra-Curricular Activities/Events /Competitions ■ Community / Public Appearances ■ Other	50%
Daily Participation	25%
Exams and Quizzes	25%
TOTAL	**100%**

ELEMENTARY SCHOOLS – GRADES 1-5 Related Arts (e.g. Art, Music, P.E.) **(Note: Related Arts grades in elementary schools do not count toward honor roll. Elementary related arts teachers will need to enter the following numbers for each of the letters.**		
E	Excellent	100
S	Satisfactory	92
N	Needs Improvement	77
U	Unsatisfactory	60

Conduct Grades

A student's conduct grade is based on the teacher's evaluation of the student's overall behavior during each of the grading cycles. Use the following grading scale when recording a student's conduct grade. Before a student can receive a "**U**" on the report card, a detailed discipline report must be submitted for administrative review. This report must be signed by the principal or assistant principal and the teacher, stating specific incidents and dates along with all measures taken to reduce unacceptable behavior (parent contacts, behavior intervention plan, etc.)

Conduct Grades (PreK-12)	
E	**Excellent** **Consistently behaves in an exemplary manner—** ▪ Is always courteous, polite and respectful ▪ Is always dependable; does things well on his/her own ▪ Shows a very clear sense of right and wrong through speech and action ▪ Attends schools regularly. Gets along very well with classmates ▪ Work is always submitted on time ▪ Has not committed any behavior violations
S	**Satisfactory** **Behaves well most of the time—** ▪ Is courteous, polite and respectful ▪ Is dependable; does things well on his/her own most of the time ▪ Shows sense of right and wrong through speech and action most of the time ▪ Attends school regularly. Gets along well with classmates ▪ Work is usually submitted on time
N	**Needs Improvement** **Occasionally shows unacceptable behavior—** ▪ Needs guidance from teachers on behavior ▪ Attendance is regular with occasional truancy ▪ Has occasional relationship difficulty with classmates ▪ Work usually is not submitted on time ▪ Has committed behavior violation above minor
U	**Unsatisfactory** **Frequently shows unacceptable behavior—** ▪ Needs regular counseling by teachers on behavior ▪ Attendance is irregular with truancy ▪ Has difficulty getting along with classmates ▪ Work is often not submitted on time ▪ Has committed multiple occurrences of behavior violations above minor

INSTRUCT

I: CURRICULUM

EXPLANATION OF GRADES

Teachers must keep a record of the grades used to determine students' numeric grades in a subject. Grading procedures and guidelines must be communicated to parents at the beginning of the school year or when a new student arrives.

A minimum of eighteen (two grades per week) entries in the grade book is required prior to issuing a grade for all subject areas for each marking period.

All students in grades 1-12 will be given numeric grades. Numeric grades correspond to the following equivalents:

A	Superior	100-93
B	Above Average	92 – 85
C	Average	84 – 77
D	Below Average	76 – 70
F	Not Passing	69 and Below

- Numerical equivalents are a calculation of the student's work for each quarter. The teacher will inform students and their parents in writing of the procedures used to determine the grade.

- Special Education students will be instructed and graded on grade level in agreement with accommodations and/or modifications on the Individual Education Plan (IEP). Documentation must be maintained for all students in Orangeburg Consolidated School District Five.

- All students enrolled in English 1, Algebra 1/Math Tech 2, Biology, and U.S. History will take the End-of-Course Examination Program. This test will count as 20% of the students' final grade.

- Special Education students will be permitted allowable accommodations and/or modifications according to their individual education plan. Accommodations should be given to regular education teachers within 10 days of a special needs student's arrival into the classroom.

- English to Speakers of Other Languages (ESOL) students will be permitted allowable accommodations and/or modifications according to their individual education plan (as needed).

- **At no time should a student's conduct be factored in grade calculations. Conduct grades will be assigned by the teacher of record who enters subject and related arts grades. For example, if a fourth grade student has two teachers, (one for ELA and Social Studies and another teacher for Math and Science) the student will receive two conduct grades.**

EXPLANATION OF GRADES

Teacher Comments

- Comments must be given in all subject areas each marking period.

- If a student is not making progress at the end of a marking period, the teacher must provide a statement on the progress report to inform parents that unless improvement is made in the student's work, required supplemental education and/or retention will be considered.   (See Board Policy IKE).

Interim Reporting

- Every two weeks, a teacher-generated progress report should be given to students to take home to their parents. **This report should be signed, returned, and kept on file by the teacher. Teachers should be steadfast in collecting signed progress reports as documentation of parental contact.**

- An interim report is sent during each marking period to the parent/guardian of each student in grades K-12 (see district calendar).

- When the parent's signature portion of the form is not returned to the teacher, the teacher must follow up with a telephone call to the parent and document the call.

- Dates for issuing interim reports are included on the district and school calendar and must be adhered to. Interim reports should be kept on file by the classroom teacher for one year.

- Parents must be notified if a child is in danger of dropping two (2) letter grades.

Make-Up Assignments

- Students must be allowed to make-up any assignments due to absences (including suspensions).

Reteaching

- When a student does not demonstrate mastery of a standard, the teacher is obligated to reteach the standard and document the student's progress. Therefore, the gradebook should reflect the original grade and the adjusted grade after reteaching has occurred.

INSTRUCT
I: CURRICULUM

EXPLANATION OF GRADES

CONFERENCES

- All teachers are required to hold a minimum of two conferences with the parents of all students they teach. There must be a record of at least two attempts to contact parents who fail to attend the conferences. Teachers in departmentalized assignments must record at least one effort to contact parents.

- Special programs may require teachers to have conferences in excess of the number of conferences listed above.

- In the absence of face-to-face conferences, other qualifying contacts include telephone conferences, group conferences, and copies of letters and notes. Documentation of the contacts is required. The format of the documentation is an individual school decision.

- Parent conferences should be scheduled on district-wide conference days and at other times during the year as the need arises.

- Conferences should be carefully structured and planned.

    Helpful material to have available at a conference includes:

    - Student's folder and/or journal
    - Anecdotal records
    - Workbooks, special projects
    - Test results
    - Cumulative records (health, attendance, etc.)

    Teachers are required to follow the conference requirements and timetable listed on the Promotion/Retention Policy (IKE) for students in grades K-12 who are being considered for retention. In **January for K-8**, a letter regarding an Academic Plan for Students (APS) and/or possible retention will be sent to parents requesting a conference.

- Students who are not performing at grade level in the areas of English/Language Arts (ELA), math, science, and social studies are required to have a written Academic Plan for Students. **Specific conference requirements related to the Academic Plan for Students are given in the Orangeburg Consolidated School District Five Promotion and Retention Policy (IKE).**

Promotion, Retention, and Acceleration Policy IKE   Draft 2013

The purpose of this policy is to establish the basic structure for the promotion, retention and acceleration of students.

Orangeburg Consolidated School District Five affirms academic excellence for students. This promotion, retention, and acceleration policy describes the standards our students must meet in order to maintain academic excellence and to be considered for promotion from one grade to the next.

When the retention of a student is necessary, the decision will be made on the basis of achievement, minimal competency, student's aptitude, attendance records and the judgment of both educators and parents or guardians towards promotion and retention.

The district will apply this policy to all students who are in the regular school program. Students functioning in special education programs will be governed by their Individualized Education Plans (IEPs). The district will administer this policy fairly, equitably, and consistently in the schools.

Disabled students
The student's Individualized Education Program (IEP) will govern those subjects covered in the IEP. All other subjects will be governed by the district's promotion/retention policy. Mastery of objectives of the IEP will be used to determine promotion. The principal and the IEP committee will determine retention on an individual basis.

Kindergarten Promotion/Retention
The district will consider the following criteria when determining the promotion or retention of students at the kindergarten level:

A kindergarten student is expected to learn the literacy and numeric skills contained in the state and district kindergarten standards and curriculum in English/language arts and mathematics. When formal and informal assessments indicate that a kindergarten student is not developmentally ready for first grade, retention will be considered. The final decision lies with the administration.

Grades One and Two Promotion/Retention
The district will promote or retain students in grades one and two based on the following criteria:

The district will base the promotion decision in grades one and two on teacher assessment of the pupil's progress. To be recommended for promotion, the student must meet standards as established for attendance, state testing (if appropriate) and classroom performance as determined using the district's promotion/retention policy. To be retained a student must fail to meet grade level standards in Language arts and one other content area. An academic assistance plan will be developed for any student retained in grades one and two. The final decision lies with the administration.

Grades Three through Eight Promotion/Retention

A student in grades three through eight will be promoted or retained based on the student's ability to meet grade level standards in English/language arts **and** math, as well as either science **or** social studies with a grade of at least 70.

Report cards, portfolios, assessment results, attendance records, and teacher judgment are other factors that may be considered. The final decision lies with the administration.

Parent Conferences and Academic Plans

By the end of the **first nine weeks**, the school will notify and conference with each parent/guardian of a student in grades three through eight performing below grade level. The school will identify these students based on the following criteria:

• assessment results
• schoolwork
• teacher judgment

At the conference, the student, parent/guardian and appropriate school personnel will discuss the area(s) of academic difficulty and identify measures to assist the student in performing at or above grade level.

Participants in the conference will develop an academic plan outlining district, school, parent/guardian and student responsibilities to include the following:

• explanation of the promotion/retention standards
• present level of performance of the student
• expected level of performance of the student by the end of the school year if he/she is to be considered for promotion to the next grade
• specific problems the student is encountering which are affecting his/her classroom performance
• assistance/intervention services the district and the school will provide
• actions the parent/guardian and student will take to ensure success

The parent/guardian will sign the academic plan. Every effort will be made by school personnel to obtain parental participation, including making home visits. If the parent/guardian is unable to participate in the conference, the school will appoint a school mentor (teacher or school volunteer) to act in their stead and will send a copy of the plan to the parent/guardian by mail. The mentor will observe all district policies regarding confidentiality of information.

A second conference will be held at the end of the second nine weeks to review the effectiveness of the academic plan and make any necessary adjustments to the plan. The parent or guardian will sign the academic plan in the event that any revisions are made to the plan. If the student is not on grade level at the

end of the second nine weeks, the academic plan will be adjusted with new strategies and interventions.

The parents and teacher(s) will sign the new plan and set a date for a third conference at the end of the third nine weeks. Should it be determined that the student is on grade level, the parent and teacher(s) will sign the Academic Plan to acknowledge the student's proficiency.

Reviews

Additional conferences will be held throughout the year with the student, parent/legal guardian and appropriate school personnel to discuss progress made by the student. These conferences will review and document the student's progress. Students in danger of being retained will receive written notification by January 30th.

End of Year Review

Appropriate school personnel will review the student's progress by May 20. If a student is not performing at grade level or not meeting the terms of his/her academic plan, the district will retain the student at his/her present grade.

Students Who Are Retained

Once the decision to retain a student has been made, in addition to developing the academic plan, the student will be referred to the school intervention team. The teacher who is retaining the student will initiate the referral.

Limit of Retention

A student should not be retained more than once in kindergarten through grade five, and no more than once in grade six through grade eight, unless approved by the superintendent or his/her designee.

Appeals Process

A parent/guardian may appeal the retention decision to school administration. A parent/guardian who chooses to appeal must do so in writing within seven days of notification of proposed action and must specify the reasons for disagreement with the recommendation. School administrators will render a decision on the matter within 10 working days after receipt of the appeal. The decision and its rationale will be in writing and copies sent to the parent/guardian.

Grades Nine through Twelve Promotion/Retention

Attendance

A student must be in attendance for 180 school days during a given school year or 90 days each semester. It is expected that each student will make up work missed regardless of whether the absence is excused or unexcused. Special consideration will be given to individual cases when there are more than 10 days of absences per year or five absences per semester if a physician verifies extended absences in writing or if there is chronic absence dictated by conditions previously established through medical excuse.

INSTRUCT
I: CURRICULUM

In order to receive one Carnegie unit of credit, a student must be in attendance at least 120 hours, per unit, regardless of the number of days missed. Students whose absences are approved should be allowed to make up any work missed in order to satisfy the 120-hour requirement. Local school boards should develop policies governing student absences giving appropriate consideration to unique situations that may arise within their districts when students do not meet the minimum attendance requirements.

Therefore, districts should allow students, whose excessive absences are approved in part 1 of this section, to make-up work missed to satisfy the 120-hours requirement.
Examples of make-up work may include:
(1) after-school and/or weekend make-up programs that address both time and academic requirements of the course(s), or
(2) extended-year programs that address both time and academic requirements of the course(s).

All make-up time and work must be completed within thirty days from the last day of the course(s). The district board of trustees or its designee may extend the time for student's completion of the requirements due to extenuating circumstances as prescribed by State Board of Education Guidelines.

The district will promote or retain students in grades nine through twelve based on the following criteria:

♦ All courses for students in grades nine through twelve have a syllabus that spells out the criteria for that particular course.
♦ Each course will meet the criteria set by the state in the curriculum standards.
♦ All students must show satisfactory completion of the requirements specified in the syllabus and attain at least the minimum grade requirement based on the grading policy before receiving a unit of credit.

The student also must meet the minimum requirements for student classification for the ninth, tenth, eleventh and twelfth grade classes, as indicated in this policy.

Grade Nine
Students must have met eighth grade requirements.

Grade Ten
Students in attendance at schools that offer six units of instruction must earn at least five units of credit with at least one unit in English and one unit in mathematics.

Students in attendance at schools that offer eight units of instruction must earn at least six units of credit with at least one unit in English and one unit in mathematics.

INSTRUCT
I: CURRICULUM

Grade Eleven
Students in attendance at schools that offer six units of instruction must earn at least 10 units of credit with two units in English and two units in mathematics.

Students in attendance at schools that offer eight units of instruction must earn at least 12 units of credit with two units in mathematics, one unit of science and one unit of social studies.

Grade Twelve
Students must earn at least 18 units of credit with three units of English, three units of mathematics, two units of science, two units of social studies and be in a position to complete the required 24 units to graduate.

Students must be classified as seniors during the school year to be eligible for graduation that year.

A transfer student's promotion is contingent upon the presentation of an official transcript from an accredited school.

Acceleration

Acceleration of students in grades one through eight

Any student who warrants consideration for acceleration and/or adjustment, either in subject instructional grade level or in grade placement for all subjects, will be carefully evaluated in order to determine the educational program in his/her best interests. The criteria for decisions will include achievement level, cognitive ability, background experiences, emotional and social development and maturation, and the complexity and rigor of the current and proposed curricular program. A district exam will be given to determine readiness.

A committee composed of the child's teacher(s), principal, guidance counselor, psychologist and superintendent (or his/her designee) will examine the available information and make appropriate program adjustments. The parent/legal guardian may attend committee meetings and present independent information to the committee members.

Adopted 4/28/98; Revised 4/27/99, 1/23/01

CHILD DEVELOPMENT AND KINDERGARTEN PROGRESS REPORTS

Child Development

- The Child Development Program requires three parent conferences to be conducted each year. The Child Development Progress report will be issued to the parents each nine-week marking period.

- Teachers must maintain individual student portfolios to document students' progress.

Kindergarten

- A Kindergarten Progress Report is issued each nine-week marking period. Written comments are required.

- When students move to another school during the year, a copy of the progress report will be forwarded to the new school.

INSTRUCT
I: CURRICULUM

Minimum Required Minutes Per Day

Grade	Math	ELA	Science	S.S.
K	30	45	45	45
1st	90 60– EnVision 30-Intervention	120 60– Reading Street 30-Writing 30-Intervention	45	45
2nd	90 60– EnVision 30-Intervention	120 60– Reading Street 30-Writing 30-Intervention	45	45
3rd	90 60– EnVision 30-Intervention	120 60– Reading Street 30-Writing 30-Intervention	45	45
4th	90 60– EnVision 30-Intervention	120 60– Reading Street 30-Writing 30-Intervention	50	45
5th	90 60– EnVision 30-Intervention	120 60– Reading Street 30-Writing 30-Intervention	55	45
6th	75 55– Carnegie 20-Intervention	75 55– Code X 20-Intervention	75	75
7th	75 55– Carnegie 20-Intervention	75 55– Code X 20-Intervention	75	75
8th	75 55– Carnegie 20-Intervention	75 55– Code X 20-Intervention	75	75

Elementary:
- PE – 150 Minutes (2 classes - 45 minutes/week + 60 minutes of additional physical activities per week)
- Health – 75 minutes per week
- Art/Music – 90 minutes per week

Middle:
- Fine Arts– 45 minutes/day (Chorus, Strings, Band-year long)
- PE-45 minutes/day (6th, 7th, 8th)
- Health-75 minutes per week

INSTRUCT
II: PLANNING

Planning is the process of preparing for what lies ahead. It involves methodically breaking into manageable parts the actions necessary to meet intended expectations and outcomes. Planning implies an awareness of the details necessary to make adjustments due to unexpected changes that may arise along the way. Planning begins with the end, the final destination, in mind. It also implies a thorough understanding of all the resources necessary, as well as those at hand, to meet intended outcomes. It utilizes alternative or supplemental resources to allow for unforeseen circumstances that may alter the original plan. Instructional planning should always focus on student success.

ACTION

Effective teachers demonstrate an instructional planning process that…

- Begins with the end in mind (student achievement/growth);
- Is based on a well-defined instructional calendar (which standards/ indicators will be taught when and over what period of time);
- Thoroughly plans for the next days' instruction, leaving nothing for last minute;
- Anticipates and notes material resources needed for the lesson;
- Includes provisions for unanticipated or unforeseen changes;
- Includes appropriate research based strategies and best practices;
- Allows for readjustment, to address tomorrow what was not accomplished today;
- Includes collaboration with colleagues across the curriculum;
- Demonstrates cognitive empathy;
- Anticipates where students will have difficulty and includes appropriate strategies to address the difficulty;
- Coordinates appropriate practice work, homework, activities, strategies to address specific point in curriculum;
- Prepares in advance questions they will ask in order to challenge and promote students' higher order thinking;
- Anticipates and plans to use every opportunity to incorporate all levels of Bloom's Taxonomy during the planned questioning and feedback portion of the lesson;
- Will make learning relevant for students;
- Ensures objectives are being taught and met;
- Drives assessment.

INSTRUCT
II: PLANNING

Lesson Plan Template

Component	Monday	Tuesday	Wednesday	Thursday	Friday
Homework Review/Daily Orals: Review the previous day's homework and provide a warm-up activity for students.					
Anticipatory Set: This is designed to engage the students' attention at the beginning of class. Called the "hook" or the "bell ringer", it serves as a focus for the day's activities.					
Objective and Purpose: The objective should state **what** the student will learn. The purpose will state **why** the student needs to learn the content. Example: Today we are going to learn calculate percentages so that we will know how to calculate sale tax, grade averages, etc.					
Instructional Input/Direct Instruction: This is the section where you explicitly delineate how you will present the lesson's concepts to your students.					
Guided Practice: Under your supervision, the students are given a chance to practice and apply the skills you taught them through direct instruction.					
Independent Practice: Through independent assignments, your students will demonstrate whether or not they absorbed the lesson's learning goals. This is the time to pull groups for Tier 1 intervention.					
Closure: In the Closure section, outline how you will wrap up the lesson by giving the lesson concepts further meaning for your students.					
Assign Homework: Through homework assignments the lesson objectives and content will be reinforced.					
Resources: Here, you determine what materials and supplies are required to help your students achieve the stated lesson objectives.					

INSTRUCT

II: PLANNING

Sample Lesson Plan: Social Studies

Lesson Plan Template

Component	Monday
Homework Review/Daily Orals: Review the previous day's homework and provide a warm-up activity for students.	The teacher will use the "Ball Toss" or "Thumbs up and down" strategy to review the physical and human characteristics of the Blue Region of South Carolina. The teachers will engage students in a D.O.A. (Daily Oral Analogies) warm-up.
Anticipatory Set: This is designed to engage the students' attention at the beginning of class. Called the "hook" or the "bell ringer", it serves as a focus for the day's activities.	The teacher will play the South Carolina Region song (See resources) to motivate students.
Objective and Purpose: The objective should state **what** the student will learn. The purpose will state **why** the student needs to learn the content.	The student will be able to identify the climate, physical features, and natural resources of the Piedmont region of South Carolina **in order to** learn the characteristics of our home state.
Instructional Input/Direct Instruction: This is the section where you explicitly delineate how you will model the lesson's objectives for your students.	1. Use a KWL chart to ask students what they already know about the climate, physical features, and natural resources about the Piedmont region. 2. Teacher will define the terms climate, physical features, and natural resources. 3. Teacher will use photos to show examples of the climate, physical features and natural resources of the Piedmont region. Students will share aloud their observations about the photos. The teacher will chart student responses. 4. The students will view the video: *South Carolina Geography: The Piedmont* and discuss how our climate (in the Midlands) is different from that of the Piedmont.
Guided Practice: Under your supervision, the students are given a chance to practice and apply the skills you taught them through direct instruction. **Monitor and Adjust** Upon presenting information and allowing students to practice the new learning, the teacher will monitor students to determine who needs reteaching and adjust the lesson accordingly.	The teacher will show pictures of climates, physical features, and natural resources. Students will use yes and no cards to identify the characteristics belonging to the Piedmont region. Students will complete a Social Studies journal entry to summarize their new learning. The teacher will do a quick check of the students' journals.
Independent Practice: Through independent assignments, your students will demonstrate whether or not they absorbed the lesson's learning goals. This is the time to pull groups for Tier 1 intervention.	The students will use South Carolina outline maps to label the physical and human characteristics of the Piedmont region. Students will create images and symbols that are representative of the Piedmont region. (Students will be given a rubric). While students who demonstrate mastery work independently, the teacher will administer **Tier 1 intervention** to those students need additional assistance to obtain mastery.
Closure: In the Closure section, outline how you will wrap up the lesson by giving the lesson concepts further meaning for your students.	The teacher will group students for sharing their created outline maps. Each student will compare their choices of map symbols and its significance to the region. The teacher will use the *Exit Slip* strategy as an informal assessment tool of the lesson.
Assign Homework: Through homework assignments the lesson objectives and content will be reinforced.	The teacher will assign students a Venn Diagram in which the student will compare and contrast the Blue Ridge and the Piedmont regions of South Carolina.
Resources: Here, you determine what materials and supplies are required to help your students achieve the stated lesson objectives.	■ **Website:** Discovery Education www.discoveryeducation.com ■ Teacher created Power Point about the Piedmont Region ■ Photos of the Piedmont Region ■ Student Social Studies Journal, chart paper, crayons, and markers ■ **CD**: Motivational Education (Track 6) by Zebulon Dinkins ■ Teacher-created rubric

INSTRUCT
III: INSTRUCTION

Instruction is the art of executing curriculum-based lessons that unscramble confusions and prompt students to make visible their thinking, assumptions or process. It is framing the big picture by communicating objectives, itinerary, or reasons for the activities. It is choosing explanatory devices that engage auditory, visual and kinesthetic modalities. It is making cognitive connections and checking understanding broadly and frequently to make sure students understand. Quality instruction activates students' prior knowledge while building contextual frames. When quality instruction occurs in classrooms daily, achievement gaps will close, student achievement will increase creating college bound scholars for our society at large.

ACTION

When effective teachers "stand and deliver" they…

- Model for students;
- Teach from bell to bell;
- Take ownership for what their students will learn;
- Have students that do more talking than they do;
- Are facilitators not lecturers;
- Maintain student-centered classrooms;
- Monitor and check for understanding and adjust to clarify;
- Provide wait time;
- Make use of graphic organizers and illustrations;
- Move around the classroom;
- Provide meaningful individualized feedback (on the spot);
- Make eye contact with students;
- Create **rigor** by moving from the simple to the complex; from the concrete to the abstract;
- Assess what students already know and clarify confusions;
- Make use of visuals and references, and ask questions that are open ended;
- Have students justify their answers;
- Communicate objectives, itinerary, big idea, essential question;
- Communicate reason and **relevance** for learning material, why worthwhile;
- Know what students will be able to do, ideally, when instruction is complete;
- Explain behavioral objectives;
- Communicate criteria for success;
- Provide simple cues and progressive minimal cues;
- Highlight important information;
- Explain by utilizing analogies, diagrams, pictures, interactive whiteboards , document cameras, overhead projectors, computer presentations, mental imageries, graphic organizers;
- Are very explicit – focus questions to get students attention, sequential step directions, cognitive connections, compare/contrast, extending to implications and future actions, makes transition between ideas;
- Understand and make instructional decisions that consider the point of view of the student (**relationships**).

INSTRUCT
III: INSTRUCTION

Instructional Imperatives

ELA

- Teach vocabulary in context for reading, social studies, and writing
- Read aloud to students to foster and model a love for reading
- Insist that every student has a book to read during down time and in quiet places
- Have students practice choral reading to foster fluency
- Discuss relevant current events
- Model appropriate writing, grammar, and reading for students
- Correct students' oral and written grammar
- Use reading journals
- Use Read Well for the Kindergarten core curriculum
- Utilize "Quinn"-Essentials Reading Log
- Provide a balance of narrative and informational text
- Incorporate Basal
- Use PASS Coach for rigor, alignment, and assessment
- Display word walls
- Utilize the ELA Common Core State Department of Education resource page
- Have students read and document their reading using the Reading Log
- Complete Daily Oral Language (D.O.L) each day

WRITING

- Model the writing process
- Teach spelling
- Teach grammar
- Teach handwriting (elementary)
- Utilize Empowering Writers Strategies
- Utilize 6 Traits of Writing
- Learn, know and use the 10 problem solving strategies for math

MATH

- Teach and drill math facts daily
- Solve the problem of the day using the problem solving mat
- Maintain old work
- Spiral in new work
- Review math vocabulary
- Use math journals
- Post problem solving strategies
- Assign math homework **nightly** that aligns to your daily instruction
- Complete Daily Oral Math (D.O.M.) each day
- Utilize the Math Common Core State Department of Education resource page

INSTRUCT

III: INSTRUCTION

Instructional Imperatives

SCIENCE

- Learn, know and use the 5 E's Model
- Display science word walls
- Use science journals
- Provide weekly lab and hands on experiences
- Create science projects that reflect SC Science Academic Standards
- Teach science vocabulary (Word Wall) \picture cards
- Complete Daily Oral Analogies (D.O.A.) or Daily Oral Math (D.O.M.)
- Incorporate the basal

SOCIAL STUDIES

- Maximize the use of topics, units, key concepts, overarching ideas/themes
- Summarize and draw inferences
- Use graphic organizers (charts, mind maps, thinking webs, timelines, KWL)
- Assign research that include population pyramids, census databases, public records, and economic databases
- Use discussion to expand understanding of key topics
- Create presentations, simulations and role play (historical skits)
- Analyze current event analysis
- Explain and assign performance based assessments/projects
- Conduct analysis using social studies tools and technology (maps, graphs, charts, databases, primary/secondary sources, GIS– Geographic Information Systems (not just labeling/coloring maps or using only the text as a resource)
- Complete Daily Oral Analogies (D.O.A.) or Daily Oral Geography (D.O.G.)
- Display word walls

Instructional Imperatives

ALL CONTENT AREAS

- Know and teach all student expectations as required by OCSD5
- Learn, know, and use the Lesson Cycle
- Incorporate Marzano Strategies in lessons
- Use journals, notebooks, and\or binders for each subject
- Keep accurate grade books and lesson plans (standards and indicators, activities, resources, assessment, homework)
- Display lesson plans and grade books on teacher's desk daily
- Enter at least two grades per student\per subject\per week in grade book
- Print computerized grades weekly, and display in a binder on desk
- Post student work monthly (elementary and secondary)
- Post objectives on the board daily
- Meet in true Professional Learning Communities
- Use instructional calendars for planning, teaching, and creating common assessments
- Keep rooms neat and organized
- Teach on your feet, plan at your seat
- Model all activities and assignments
- Monitor every student's understanding by walking around and providing feedback
- Teach the way students learn (differentiate)
- Maintain a data wall for analysis of student common assessments and benchmarks

OCSD5 Textbook Table

Grades	ELA	Math	Science	Social Studies

K-5th	• Read Well (K only)
	• 2014 Reading Street
	• Curriculum Pacing Guides
	• SC Common Core ELA Resources Link
	• PASS Coach
	• Voyager Interventions:
	  • Read Well (1-2)
	  • Passport (3-5)
		• 2014 Envision Math
		• Curriculum Pacing Guides
		• SC Common Core Math Resources Link
		• PASS Coach
		• Voyager Interventions:
		  • VMath
			• 2007 Adoptions
			• S3
			• FOSS Kits
			• Support Docs
			• PASS Coach
			• Web Resources
			• Curriculum Pacing Guides
				• 2006 Adoptions
				• S3 - Updating
				• Support Docs
				• PASS Coach
				• Web Resources
				• Curriculum Pacing Guides

6th-8th	• 2014 Scholastic Code X
	• Common Core
	• SC Common Core ELA Resources Link
	• Pass Coach
	• Web Resources
	• Curriculum Pacing Guides
	• Voyager Interventions:
	• Passport Journeys
	• Language (Special Ed)
		• Inside Algebra (8th)
		• 2014
		• Carnegie Math
		• Common Core
		• SC Common Core Math Resources Link
		• Web Resources
		• Curriculum Pacing Guides
		• Voyager Interventions:
		  • VMath
		  • Trans Math (Special Ed-
			• 2007 Adoptions
			• S3 - Updating
			• Support Docs
			• Web Resources
			• Curriculum Pacing Guides
			• PASS Coach
			• FOSS Kits
				• 2005 Adoptions
				• S3 - Updating
				• Support Docs
				• Web Resources
				• Curriculum Pacing Guides

OCSD5 Textbook Table

Grades	ELA	Math	Science	Social Studies
9th 12th	2006 Adoptions (Prentice Hall) - Curriculum Pacing Guides - SC Common Core ELA Resources Link - Voyager Interventions: - Passport Journeys - Language (Special Education)	- Inside Algebra 2012 Algebra - Holt McDougall 2012 Geometry - McGraw-Hill - SC Common Core Math Resources Link - Web Resources - Curriculum Pacing Guides - Voyager Interventions: - Trans Math (Special Education)	2003 Adoptions - S3 - Support Docs - EOCEP Coach - Web Resources 2014 - Biology- - Discovery TechBook - Curriculum Pacing Guides	2003 Adoptions for Economics 2004 Adoptions for US History 2014 - US History Discovery TechBook - S3 - Support Docs - USA Test Prep - US History EOCEP - Passing the US History/ Constitution EOCT Workbook - Web Resources - Curriculum Pacing Guides

Reading Log

Date	Title	# of Pages	Parent's Signature
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Parents:
Please make sure that your child reads a minimum of twenty minutes a day.

INSTRUCT
III: INSTRUCTION

Instructional Imperatives

MARZANO'S NINE INSTRUCTIONAL STRATEGIES

Strategies	Applications
Identifying similarities and differences The ability to break a concept into its similar and dissimilar characteristics allows students to understand (and often solve) complex problems by analyzing them in a more simple way. Teachers can either directly present similarities and differences, accompanied by deep discussion and inquiry, or simply ask students to identify similarities and differences on their own. While teacher-directed activities focus on identifying specific items, student-directed activities encourage variation and broaden understanding, research shows. Research also notes that graphic forms are a good way to represent similarities and differences.	▪ Use Venn diagrams or charts to compare and classify items. ▪ Engage students in comparing, classifying, and creating metaphors and analogies. 45% Gain
Summarizing and note taking These skills promote greater comprehension by asking students to analyze a subject to expose what's essential and then put it in their own words. According to research, this requires substituting, deleting, and keeping some things and having an awareness of the basic structure of the information presented. Research shows that taking more notes is better than fewer notes, though verbatim note taking is ineffective because it does not allow time to process the information. Teachers should encourage and give time for review and revision of notes; notes can be the best study guides for tests.	▪ Provide a set of rules for creating a summary. ▪ When summarizing, ask students to question what is unclear, clarify those questions, and then predict what will happen next in the text. ▪ Use teacher-prepared notes. ▪ Stick to a consistent format for notes, although students can refine the notes as necessary. 34% Gain
Reinforcing effort and providing recognition Effort and recognition speak to the attitudes and beliefs of students, and teachers must show the connection between effort and achievement. Research shows that although not all students realize the importance of effort, they can learn to change their beliefs to emphasize effort. According to research, recognition is most effective if it is contingent on the achievement of a certain standard. Also, symbolic recognition works better than tangible rewards.	▪ Share stories about people who succeeded by not giving up. ▪ Have students keep a log of their weekly efforts and achievements, reflect on it periodically, and even mathematically analyze the data. ▪ Find ways to personalize recognition. Give awards for individual accomplishments. ▪ Pause, Prompt, Praise." If a student is struggling, pause to discuss the problem, then prompt with specific suggestions to help him/her improve. If the student's performance improves as a result, offer praise. 29% Gain

INSTRUCT
III: INSTRUCTION

Instructional Imperatives

MARZANO'S NINE INSTRUCTIONAL STRATEGIES

Strategies	Applications
Homework and practice Homework provides students with the opportunity to extend their learning outside the classroom. However, research shows that the amount of homework assigned should vary by grade level and that parent involvement should be minimal. Teachers should explain the purpose of homework to both the student and the parent or guardian, and teachers should try to give feedback on all homework assigned. Research shows that students should adapt skills while they're learning them. Speed and accuracy are key indicators of the effectiveness of practice.	- Establish a homework policy with advice-such as keeping a consistent schedule, setting, and time limit-that parents and students may not have considered. - Tell students if homework is for practice or preparation for upcoming units. - Maximize the effectiveness of feedback by varying the way it is delivered. - Assign timed quizzes for homework and have students report on their speed and accuracy. - Focus practice on difficult concepts and set aside time to accommodate practice periods. 28% Gain
Nonlinguistic representations According to research, knowledge is stored in two forms: linguistic and visual. The more students use both forms in the classroom, the more opportunity they have to achieve. Recently, use of nonlinguistic representation has proven to not only stimulate but also increase brain activity.	- Incorporate words and images using symbols to represent relationships. - Use physical models and physical movement to represent information. 27% Gain
Cooperative learning Research shows that organizing students into cooperative groups yields a positive effect on overall learning. When applying cooperative learning strategies, keep groups small and don't overuse this strategy-be systematic and consistent in your approach.	- When grouping students, consider a variety of criteria, such as common experiences or interests. - Vary group sizes and objectives. - Design group work around the core components of cooperative learning-positive interdependence, group processing, appropriate use of social skills, face-to-face interaction, and individual and group accountability. 27% Gain

INSTRUCT
III: INSTRUCTION

## Instructional Imperatives

MARZANO'S NINE INSTRUCTIONAL STRATEGIES

Strategies	Applications
Setting objectives and providing feedback Setting objectives can provide students with a direction for their learning. Goals should not be too specific; they should be easily adaptable to students' own objectives. Research shows that feedback generally produces positive results. Teachers can never give too much; however, they should manage the form that feedback takes.	▪ Set a core goal for a unit, and then encourage students to personalize that goal by identifying areas of interest to them. Questions like "I want to know" and "I want to know more about . . ." get students thinking about their interests and actively involved in the goal-setting process. ▪ Use contracts to outline the specific goals that students must attain and the grade they will receive if they meet those goals. ▪ Make sure feedback is corrective in nature; tell students how they did in relation to specific levels of knowledge. Rubrics are a great way to do this. ▪ Keep feedback timely and specific. ▪ Encourage students to lead feedback sessions. 23% Gain
Generating and testing hypotheses Research shows that a deductive approach (using a general rule to make a prediction) to this strategy works best. Whether a hypothesis is induced or deduced, students should clearly explain their hypotheses and conclusions.	▪ Ask students to predict what would happen if an aspect of a familiar system, such as the government or transportation, were changed. ▪ Ask students to build something using limited resources. This task generates questions and hypotheses about what may or may not work. 23% Gain
Cues, questions, and advance organizers Cues, questions, and advance organizers help students use what they already know about a topic to enhance further learning. Research shows that these tools should be highly analytical, should focus on what is important, and are most effective when presented before a learning experience.	▪ Pause briefly after asking a question. Doing so will increase the depth of your students' answers. ▪ Vary the style of advance organizer used: Tell a story, skim a text, or create a graphic image. There are many ways to expose students to information before they "learn" it. 20% Gain

Instructional Imperatives

BLOOM'S TAXONOMY (REVISED)

Creating

Evaluating

Analyzing

Applying

Understanding
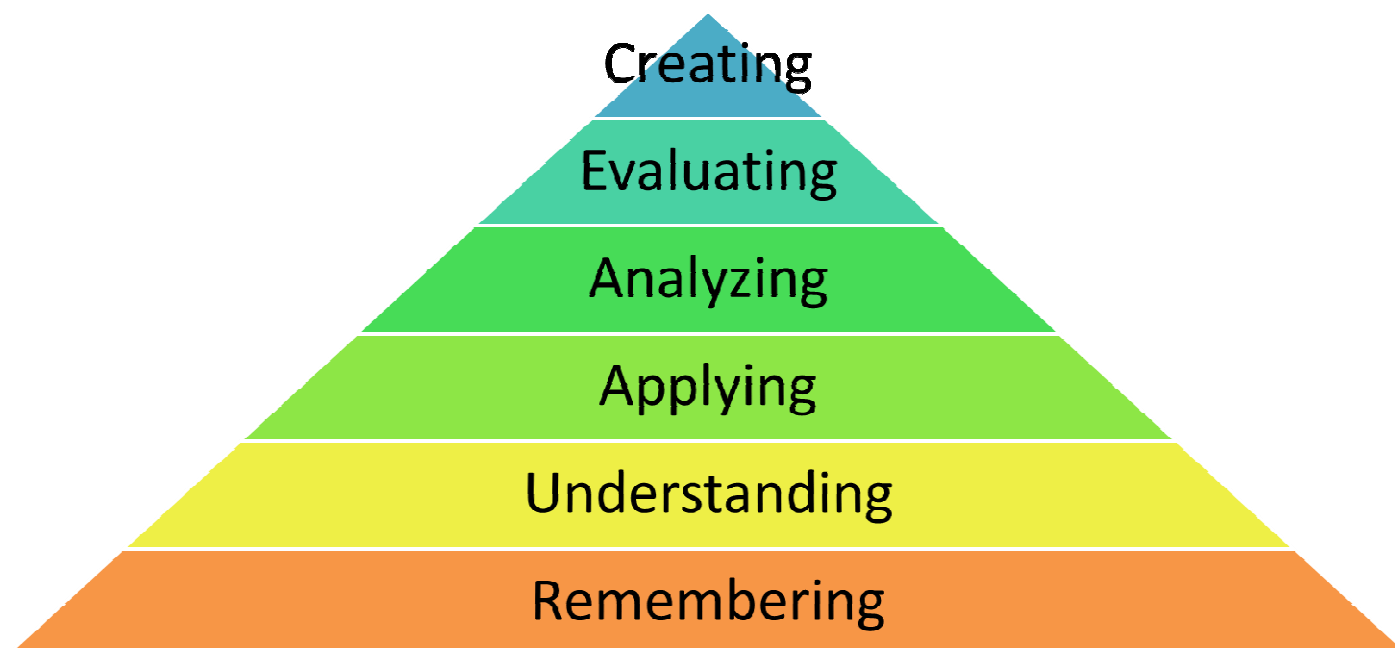
Remembering

Taxonomy Level	Verbs
Remembering: Can the student recall or remember the information?	List, Memorize, Relate, Show, Locate ,Distinguish, Give example, Read, Write, Reproduce, Quote, Repeat, Label, Recall, Know
Understanding: Can the student explain ideas or concepts?	Demonstrate, Extend, Rephrase, Review, Describe, Estimate, Generalize, Illustrate, Retell
Applying: Can the student use the information in a new way?	Apply, Change, Construct, Develop, Modify, Produce, Show, Solve, Transfer
Analyzing: Can the student distinguish between the different parts?	Analyze, Categorize, Compare, Contrast, Diagram, Dissect, Examine, Inspect, Outline, Separate
Evaluating: Can the student justify a stand or decision?	Appraise, Choose, Debate, Evaluate, Judge, Measure, Prove, Rate, Support, Verify
Creating: Can the student create new product or point of view?	Combine, Create, Develop, Generate, Integrate, Make, Plan, Pretend, Propose, Revise

The Importance of Using Problem Solving Strategies in Math Classrooms

Mathematics Common Core is divided into two parts: Content Standards and Standards for Mathematical Practice. A major focus of the Standards for Mathematical Practice is using problem solving to reinforce important concepts, skills, and to demonstrate a student's mathematical understanding. As we prepare for full implementation of Common Core, teachers must have an understanding of what problem solving is, why it is important, and how to go about implementing it.

According to National Council of Teachers of Mathematics (NCTM), "Problem solving means engaging in a task for which the solution method is not known in advance. In order to find a solution, students must draw on their knowledge, and through this process, they will often develop new mathematical understandings. Solving problems is not only a goal of learning mathematics, but also a major means of doing so." (NCTM, 2000, p. 52) Problem solving gives students a context to help them make sense out of the mathematics they are learning. Problems can be used to introduce new concepts and extend previous learned knowledge.

The NCTM Problem-Solving Standard states that instructional programs should enable all students to build new mathematical knowledge through problem solving, to solve problems that arise in mathematics and in other contexts, apply and adapt a variety of appropriate strategies to solve problems, and monitor and reflect on the process of mathematical problem solving.

Findings in the recent report, *Improving Mathematical Problem Solving in Grades 4 Through 8*, published in May 2012 under the aegis of the What Works Clearinghouse (NCEE 2012-4055, U.S. Department of Education, available online from the Institute of Education Sciences) provides educators with "specific, evidence-based recommendations that address the challenge of improving mathematical problem solving." In the Introduction, the panel that authored the report makes the following points:

- *Problem solving is important.* - "Students who develop proficiency in mathematical problem solving early are better prepared for advanced mathematics and other complex problem-solving tasks." The panel recommends that problem solving be part of each curricular unit.

- *Instruction in problem solving should begin in the earliest grades.* - "Problem solving involves reasoning and analysis, argument construction, and the development of innovative strategies. These should be included throughout the curriculum and begin in kindergarten."

- *The teaching of problem solving should not be isolated.* - "… instead, it can serve to support and enrich the learning of mathematics concepts and notation."

The Importance of Using Problem Solving Strategies in Math Classrooms

To address these points and improve the teaching of problem solving, the panel offers five recommendations.

Recommendation 1 - *Prepare problems and use them in whole-class instruction.*

In selecting or creating problems, it is critical that the language used in the problem and the context of the problem are not barriers to a student's being able to solve the problem. The same is true for a student's understanding of the mathematical content necessary to solve the problem.

Recommendation 2 - *Assist students in monitoring and reflecting on the problem-solving process.*

"Students learn mathematics and solve problems better when they monitor their thinking and problem-solving steps as they solve problems."

Recommendation 3 - *Teach students how to use visual representations.*

Students who learn to visually represent the mathematical information in problems prior to writing an equation are more effective at problem solving.

Recommendation 4 - *Expose students to multiple problem-solving strategies.*

Students who are taught multiple strategies approach problems with "greater ease and flexibility."

Recommendation 5 - *Help students recognize and articulate mathematical concepts and notation.*

When students have a strong understanding of mathematical concepts and notation, they are better able to recognize the mathematics present in the problem, extend their understanding to new problems, and explore various options when solving problems. Building from students' prior knowledge of mathematical concepts and notation is instrumental in developing problem-solving skills.

To accomplish the goal of effectively engaging students in problem solving activities, teachers should utilize the Problem Solving Mat (K-2 and 3-12) and problem solving strategies included in the OCSD5 Teaching and Learning Framework.

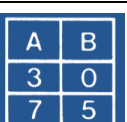**Recommendations 2-5**

Instructional Imperatives

PROBLEM SOLVING STRATEGIES

Strategy		Explanation
	Act out or use objects	Dramatizations or moving around objects can help you remember the process you use and you may be able to use it again for solving other similar problems.
	Make a picture or diagram	Making a picture or diagram to solve problems can help you understand and manipulate data. Draw a Picture Strategy is especially useful with problems that involve mapping, geometry and graphing.
	Use or make a table	Use or Make a Table is a strategy that uses an orderly arrangement of data, such as numbers, that helps you keep track of data, spot missing data, and identify data that is asked for in the problem.
	Make an organized list	When making an Organized List you can organize your thinking about a problem. Recording your work in list form allows you to review that you have done and identify important steps that you need to do to complete solving the problem. This strategy provides a systematic way to record computations made with given data.
	Guess and check	The Guess and Check strategy is helpful when a problem presents large numbers or many pieces of data, or when the problem requires finding one solution to many possible solutions. This strategy involves guessing the answer, testing to see if it is correct, and making another guess if the answer is not correct.
	Use or look for a pattern	Use or Look for a Pattern strategy involves identifying a pattern and predicting what will come next and what will happen again and again in the same way. Making a number table often reveals a pattern.
	Work backwards	When making a series of computations, you can start with data presented at the end of the problem and end with data presented at the beginning of the problem.
	Use logical reasoning	Logical Reasoning is really used in all the problem solving strategies. However, when answering conditional problems such as "if" and "then" type of problems you can display your data in a chart or matrix. This strategy requires formal logical reasoning.
	Make it simpler	Making It Simpler is useful when solving a complex problem because it allows you to reduce large numbers to small numbers, or reducing the number of items given in a problem. Sometimes a simpler representation will show a pattern which can help solve a problem.
	Brainstorm	The Brainstorm strategy is often used when all else fails! Brainstorming means looking at a problem in new and inventive ways. Use your imagination, be creative, and by all means, be flexible in your thinking! Eventually the lightbulb will go on and you will find a solution!

Instructional Imperatives

PROBLEM SOLVING MAT K-2

Problem of the Day (Daily Oral Math)

Recommendation 1 - *Prepare problems and use them in whole-class instruction.*

Choose a strategy to solve your problem.

○ **Make a pattern**

○ **Guess and check**

○ **Act it out or use objects**

○ **Draw a picture**

Recommendation 2, 3, and 4

Show your strategy.

Recommendation 2
Assist students in monitoring and reflecting on the problem-solving process.

Recommendation 3
Teach students how to use visual representations.

Recommendation 4
Expose students to multiple problem-solving strategies.

Write your answers in words.

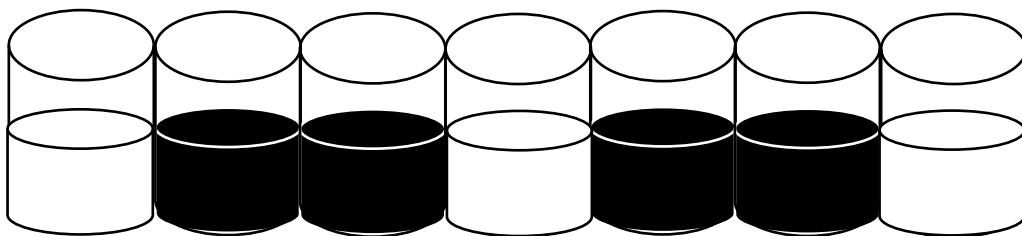**Recommendation 5 -** *Help students recognize and articulate mathematical concepts and notation.*

Instructional Imperatives

PROBLEM SOLVING MAT K-2

Problem of the Day (Daily Oral Math)

Thomas was playing in the sand box. He set out jars of sand and soil in a pattern.

What is the next container in the pattern? Write a rule that describes the pattern.

Choose a strategy to solve your problem.

○ **Make a pattern**

○ **Guess and check**

○ **Act it out or use objects**

○ **Draw a picture**

Show your strategy.

White	Black	Black	White	Black	Black	White	Black

sand soil soil sand soil soil sand soil

Write your answers in words.

I made two more patterns that looked like the first. I found that the next container would be soil. The rule to the pattern is A B B.

Instructional Imperatives

PROBLEM SOLVING MAT GRADES 3-12

Problem of the Day (Daily Oral Math)

Recommendation 1
Prepare problems and use them in whole-class instruction.

○ **Act out or use objects**

○ **Make a picture or diagram**

○ **Use or make a table**

○ **Make an organized list**

○ **Guess and check**

○ **Use or look for a pattern**

○ **Work backwards**

○ **Use logical reasoning**

○ **Make it simpler**

○ **Brainstorm**

Recommendation 4
Expose students to multiple problem-solving strategies.

I KNOW … Data/Facts

Recommendation 2
Assist students in monitoring and reflecting on the problem-solving process.

I Do Not Know...Question

Recommendation 2
Assist students in monitoring and reflecting on the problem-solving process.

Representation/Picture/Strategy

Recommendation 3
Teach students how to use visual representations.

Final Answer (In a complete sentence restate what you found out, including your answer.) I found out that …

Recommendation 5
Help students recognize and articulate mathematical concepts and notation.

(Complete the following sentence)
My answer is reasonable because...

Recommendation 5
Help students recognize and articulate mathematical concepts and notation.

Instructional Imperatives

PROBLEM SOLVING MAT GRADES 3-12

Problem of the Day (Daily Oral Math)

Use the chart to answer the question below.

Sand	Water Retained
500 grams	350 ml
400 grams	280 ml
300 grams	210 ml

How much water will 100 grams of sand hold?

- ○ **Act out or use objects**
- ○ **Make a picture or diagram**
- ○ **Use or make a table**
- ○ **Make an organized list**
- ○ **Guess and check**
- ○ **Use or look for a pattern**
- ○ **Work backwards**
- ○ **Use logical reasoning**
- ○ **Make it simpler**
- ○ **Brainstorm**

I KNOW … Data/Facts

-the amount of sand is measured in grams.

-the amount of water is measured in milliliters.

- when the amount of sand was decreased by 100 grams the water retained decreased by 70 ml.

I Do Not Know...Question

How much water will 200 grams and 100 grams of sand hold?

Representation/Picture/Strategy

Sand	Rule -100		Water	Rule: -70
500	400		350	280
400	300		280	210
300	200		210	140
200	100		140	70
100			**70**	

Final Answer (In a complete sentence restate what you found out, including your answer.) I found out that …

100 grams of water will hold 70 ml of water.

(Complete the following sentence)
My answer is reasonable because…

I looked for a pattern in the chart provided and found that each time the amount of sand was reduced by 100 grams the water retained went down by 70 ml. I applied the same pattern to 200 grams and 100 grams to reach my answer.

INSTRUCT

III: INSTRUCTION

Instructional Imperatives

"QUINN"ESSENTIAL WEEKLY READING LOG GRADES K-12

Name:		Date:	
Title:		Author:	

Indicate Genre

☐ Nonfiction   ☐ Realistic Fiction

☐ Fantasy   ☐ Mystery

☐ Biography/Autobiography   ☐ Historical Fiction

☐ Folktale/Fairytale   ☐ Multi-Cultural Literature

☐ Print Media   ☐ Science Fiction

☐ Myth/Legend   ☐ Other_____

Relevant Vocabulary:

Setting (When/Where):

Characters:

Conflict/Problem/Issue:

Sequence of Events/Information (First, Next, Last):

Resolution/Outcome/Conclusion:

INSTRUCT

III: INSTRUCTION

Instructional Imperatives

"QUINN"ESSENTIAL READING LOG GRADES K-12

Name:		Date:	
Title:		Author:	

Useful Verbs		Blooms Taxonomy	Sample Stems
List	Reproduce	**Remembering** Teachers should pose a questions using the verbs and sample stems. Students should record their answers in complete sentences in the boxes provided.	Describe what happens when__. Find the meaning of___. Identify the facts ____. Label the ____. What do you remember about ___?
Memorize	Quote		
Relate	Repeat		
Show	Label		
Locate	Recall		
Demonstrate	Distinguish	**Understanding**	How can you explain ____? How would you clarify the meaning ____? How would you compare ____? How would you contrast ____? Retell _____ using your own words.
Extend	Interpret		
Rephrase	Paraphrase		
Review	Restate		
Describe	Summarize		
Act Out	Apply	**Applying**	Do you know of another situation where ____? Give an example _____. How could you dramatize ____ after reading ____? How would you present_____?
Calculate	Change		
Choose	Construct		
Determine	Develop		
Manipulate	Modify		
Analyze	Breakdown	**Analyzing**	Discuss the pros and cons of _____? How can you categorize _____? How can you classify _____? How is this similar to _____? What explanation do you have for ____?
Categorize	Classify		
Compare	Conclude		
Contrast	Deduce		
Diagram	Discriminate		
Agree	Appraise	**Evaluating**	Determine the value of _____? Do you agree with _____? Why ____? How would you rate _____? How would prove _____? Is there a better solution to ____?
Assess	Choose		
Critique	Debate		
Defend	Evaluate		
Grade	Judge		
Justify	Measure		
Arrange	Combine	**Creating**	Change the plot ____? Design a _____ to _____. Develop an original way to _____. Devise a rule _____. Predict the outcome if _____. What alternative would you suggest for _____?
Compose	Create		
Design	Develop		
Formulate	Generate		
Hypothesize	Integrate		
	Make		
Invent			

INSTRUCT
III: INSTRUCTION

Instructional Imperatives

"QUINN"ESSENTIAL READING LOG SAMPLE

Name:	Shawn Johnson	Date:	September 1, 2011
Title:	The Three Little Pigs	Author:	James Orchard-Halliwell Phillipps

Indicate Genre

☐ Nonfiction

☐ Fantasy

☐ Biography/Autobiography

☑ Folktale/Fairytale

☐ Print Media

☐ Myth/Legend

☐ Realistic Fiction

☐ Mystery

☐ Historical Fiction

☐ Multi-Cultural Literature

☐ Science Fiction

☐ Other_____

Relevant Vocabulary:

Huff, Kettle, Chimney, Fortune

Setting (When/Where):

Long, long ago in the Woods

Characters:

Mother, Three Pigs, Wolf

Conflict/Problem/Issue:

The wolf was trying to break in each house to eat the pigs.

Sequence of Events/Information (First, Next, Last):

1. Pigs left home 2. The first pig was lazy and built house with straw 3. The second pig was lazy and built house with sticks 4. The third pig worked hard and built house with bricks 5. The wolf blew down the first two houses 6. The wolf couldn't blow down the brick house

Resolution/Outcome/Conclusion:

All the pigs were saved by running to the brick house. Although, building the brick house took more time, it was the smartest decision.

INSTRUCT

III: INSTRUCTION

Instructional Imperatives

"QUINN"ESSENTIAL WEEKLY READING LOG GRADES K-12

Name:	Shawn Johnson		Date:	September 1, 2011
Title:	The Three Little Pigs		Author:	James Orchard-Halliwell Phillipps

Useful Verbs		Blooms Taxonomy	Sample Stems
List Memorize Relate Show Locate	Reproduce Quote Repeat Label Recall	**Remembering** Find the meaning of chimney. A structure, usually vertical, containing a passage or flue by which the smoke of a fire or furnace is carried off	Describe what happens when__. Find the meaning of___. Identify the facts ____. Label the ____. What do you remember about ___?
Demon-strate Extend Rephrase Review Describe	Distinguish Interpret Paraphrase Restate Summarize	**Understanding** How were the homes similar and different? The first pig's home was made of straw. The second pig's home was make of sticks. The third pig's home was made of bricks.	How can you explain ____? How would you clarify the meaning ____? How would you compare ____? How would you contrast ____? Retell _____ using your own words.
Act Out Calculate Choose Determine Manipulate	Apply Change Construct Develop Modify	**Applying** Give an example of when it's important for a house to be strong. During a hurricane	Do you know of another situation where ____? Give an example _____. How could you dramatize ____ after reading ____? How would you present_____?
Analyze Categorize Compare Contrast Diagram	Breakdown Classify Conclude Deduce Discrimi-nate	**Analyzing** What do you think made the third pig use bricks for his house? He knew bricks were strong and heavy	Discuss the pros and cons of _____? How can you categorize _____? How can you classify _____? How is this similar to _____? What explanation do you have for ____?
Agree Assess Critique Defend Grade Justify	Appraise Choose Debate Evaluate Judge Measure	**Evaluating** Do you agree with the pigs' decision not to let the wolf in the house? Why? I agree because if the wolf got in the house, he would have eaten the pigs.	Determine the value of _____? Do you agree with _____? Why ____? How would you rate _____? How would prove _____? Is there a better solution to ____?
Arrange Compose Design Formulate Hypothe-size Invent	Combine Create Develop Generate Integrate Make	**Creating** How would you change the ending? The wolf decided to come in the house and have dinner with the pigs rather than eating them.	Change the plot ____? Design a _____ to _____. Develop an original way to _____. Devise a rule _____. Predict the outcome if _____. What alternative would you suggest for _____?

INSTRUCT

III: INSTRUCTION

Instructional Imperatives

> **The Close Reading Strategy is a major focus of the Common Core State Standards.**

CLOSE READING

What is it?

A close reading is a careful and purposeful reading of a text. It's an encounter with the text where students really focus on what the author had to say, what the author's purpose was, what the words mean, and what the structure of the text tells us.

How do I use it?

In a close reading, we have to have students reread the text. We give them questions; text dependent questions that require that they go back into the text and search for answers. These aren't simply recall questions, just the facts of the text, but rather questions that allow students to think about the text, and the author's purpose, the structure, and the flow of the text. Close reading requires that students actually think and understand what they are reading.

What does it look like?

Steps in Close Reading

First Read: Key Ideas and Details

Set the purpose for reading and have students read text as independently as possible. Depending on the text complexity and the readers, the first read may be done independently, as a read aloud/think aloud, or paired or shared reading. The first read should be without building background; students should be integrating their background knowledge with the text as they read. Focus on the key ideas and details in the text, making sure that readers know the main idea, story elements, or key details that the author includes.

Following the first read, have students Think-Pair-Share to assess what they have gleaned from the text. By listening to students as they share, you can determine the focus of the first read, etc.

Second Read: Craft and Structure

For a second, close read, select a portion or chunk of the text that is "close read worthy." That is, have students reread a section that includes complex elements or ideas that they should explore to arrive at a deep understanding of the text. After rereading, students discuss the text with partners or in small groups, focusing on the author's craft and organizational patterns. This may include vocabulary choices, text structure or text features that the author included.

Use a text dependent question to focus or set a purpose for a close rereading. After students share with partners or in small groups, have groups share out with entire class to assess understanding.

Third Read: Integration of Knowledge and Ideas

The third close reading of a text should go even deeper, requiring students to synthesize and analyze information from several texts or media. They may record their ideas on sticky notes, graphic organizer, or a thinking sheet.

Have students journal a response to a text dependent question. Focus the discussion on the text evidence.

INSTRUCT
III: INSTRUCTION

Instructional Imperatives

BEST PRACTICES

KWL Strategy

What is it?

A graphic organizer used to help students predict and connect new information with prior knowledge. (Ogle, 1986)

How do I use it?

- Create a three column chart labeled K (know), W (want to know) and L (learned).
- Brainstorm what you know about a topic.
- List what you want to know about the topic.
- Experience the lesson (i.e. read a text, perform an experiment, watch a video, listen to a lecture) and fill in what you have learned about the topic.

What does it look like?

| K
What I know | W
What I want to know | L
What I learned |
| --- | --- | --- |
| | | |
| | | |
| | | |
| | | |

Instructional Imperatives

BEST PRACTICES

Think-Pair-Share Strategy

What is it?

A discussion strategy that partners students in small groups so that everyone actively partici-pates. (Kagan, 1989) When grouping students for instructional activities, rank students in order academically from highest to lowest. If you have 20 students in your class, pair 1 and 11, 2 and 12, 3 and 13 and so on. If placing students in groups of 4, group student 1, 6, 11, and 16, and 2, 7, 12, and 17.

How do I use it?

Teacher:
- May choose to use this as a pre-reading activity, a break in a lecture or long lesson, or as a follow-up activity.
- Poses a question.

Students:
- Individually think or write in response.
- Share their thoughts with another student or small group of students.

Teacher:
- May conclude with a large-group discussion.

What does it look like?

Language Starters/Stems

1. What do you think about…?
   What is your opinion about…?
2. I think…
   I believe…
   In my opinion…

3. My partner thinks…
   My partner believes…

4. We think…
   We believe…

INSTRUCT
III: INSTRUCTION

Instructional Imperatives
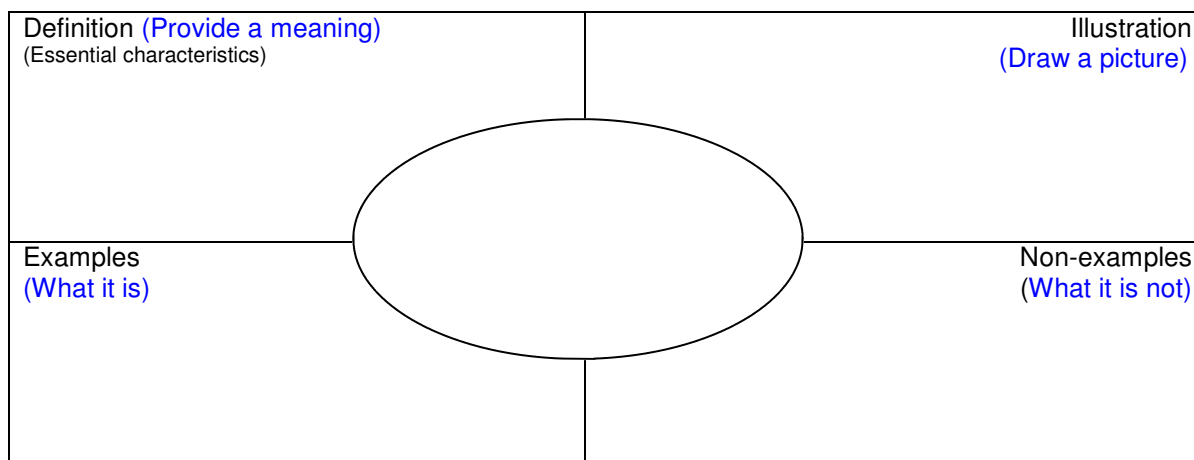
BEST PRACTICES

Frayer Model

What is it?

A graphic organizer used to help students deepen their understanding of a key concept or content-specific vocabulary term by analyzing its essential and non-essential characteristics, drawing an illustration, and giving examples and non-examples. (Frayer, Frederick & Klausmeier, 1969)

How do I use it?

- Divide a square into four sections with an oval where they intersect.
- Write the concept term in the oval.
- Assign labels to each quadrant.
- Model the use of the Frayer Model with an easy term.
- Allow students to refine their original answers in order to deepen their understanding of the term, after initially completing the graphic and beginning the unit of study.

What does it look like?

Definition (Provide a meaning) (Essential characteristics)	Illustration (Draw a picture)
Examples (What it is)	Non-examples (What it is not)

INSTRUCT

III: INSTRUCTION

Instructional Imperatives

BEST PRACTICES

Summary Frames

What is it?

A series of questions or stems designed to highlight important elements in order to produce a summary. Questions or stems are chosen based on the specific type of information to be summarized.

How do I use it?

- Point out that texts often have certain structures: descriptive, cause and effect, sequence, compare/contrast, and problem-solution.
- Provide sentence starters that help students deconstruct the relationships in the text.
- Provide opportunities for students to read text to determine type of text and to apply the appropriate summary frame sentence.
- Allow time for students to share their summary and discuss their thinking.

What does it look like?

Description:
A _____ is a kind of ___ that . . . .

Compare/Contrast:
_X_ and _Y_ are similar in that they both . . . but _X_ . . . while _Y_ . . . .

Sequence
_____ begins with . . . continues with. . . and ends with . . . .

Problem/Solution
_____ wanted . . . but . . . so, then. . . .

Cause/Effect
_____ happens because . . . *OR* _____ causes . . .

INSTRUCT
III: INSTRUCTION

Instructional Imperatives

BEST PRACTICES

Two-Column Notes

What is it?

An active reading strategy that requires processing of information as notes are taken. The use of columns separate main ideas, concepts and higher level thinking questions from the supporting details. The most commonly used is the Cornell note-taking technique. (Pauk, 1989)

How do I use it?

- Draw a table with two columns or fold a piece of paper vertically into 1/3 (left column) and 2/3 (right column).
- Label the columns and add lines based on the text or assignment (see examples below).
- Encourage the use of higher order questioning.
- Include a summary section.

What does it look like?

Topic/Theme/Title	
Annotations (questions)	**Notes**
Big ideas Commentary Symbols Reflective work And so on…	Students take notes here
Summary/Reflection This should be completed after the student has had time to reflect on and discuss his/her notes.	
Vocabulary *body = cuerpo segment = segmento unusual = raro*	

INSTRUCT

III: INSTRUCTION

Instructional Imperatives

BEST PRACTICES

Rubric

What is it?

A scoring tool that explicitly charts the criteria and describes the level of quality for student work. Because rubrics are more specific and detailed than a grade, they can show strengths and weaknesses in the student product or performance.

How do I use it?

- Make a chart.
- Decide on main criteria of a project, assignment, or performance.
- Describe different levels of quality in each category.
- Use **before** assigning project to illustrate assignment expectations.
- Use as a grading tool to guide students toward improvement.

What does it look like?

Category	Level 3	Level 2	Level 1
Problem	Restated in your own words with all information included.	Restated in your own words but missing information, OR Not stated in your own words.	Not enough information is given to solve the problem.
Strategy	Explanation of how to solve the problem was clear. Several strategies were given, including charts that graphically explain.	Explanation of the solution was clear. Only one strategy was given.	Explanation was not enough to solve the problem. Incomplete or missing strategy.

INSTRUCT
III: INSTRUCTION

Instructional Imperatives

BEST PRACTICES

Think Aloud

What is it?

The Think-Aloud is a strategy that helps readers think about how they make meaning from texts. As students read/review texts, they pause to think about connections they are making, images they are creating, and problems they might be experiencing. This "oral thinking" is a metacognitive practice that builds reading independence. (Davey, 1983; Olshavsky, 1976-77)

How do I use it?

- Model the strategy with the type of text the student will be using.
- Tell students, "As I read aloud, I will be stopping to voice my thinking about the text."
- Read a short section, stopping frequently to talk about what you are visualizing, predicting, questioning, comparing or determining cause and effect.
- Have students practice the strategy with a partner.

What does it look like?

Students can record their "thoughts" by annotating text using post-it notes or can be reminded of key think-aloud sentence stems by using a bookmark with stems such as these:

Language Stems	
Visualize- I wonder why…	**Connection**- This made me think of…
Prediction- I think____will happen next.	**Summarization**- The paragraph is mostly about…

Think-Aloud Stems	
Visualize- I imagine…	**Connection**- This reminds me of…
Prediction- I wonder if….	**Identifying a Problem**- The problem is…

INSTRUCT
III: INSTRUCTION

Instructional Imperatives

BEST PRACTICES

RAFT

What is it?

A writing-to-learn strategy that allows students to process information by writing about it in a non-traditional format. (Vandevanter, 1982)

ROLE of the writer: Who are you?

AUDIENCE: To whom is this written?

FORMAT: What form will it take?

TOPIC: What is the subject of this writing?

How do I use it?

- Make a chart.
- Analyze the important ideas or information that students need to learn.
- Brainstorm possible roles, format and audiences.
- Use a strong verb in assigning the topic (e.g. persuade, plead, demand).
- Ask students to write their paper using the Role, etc. from the chart.

What does it look like?

Role (Writer) Who are you?	Audience To whom is this written?	Format What form will it take?	Topic What is the subject of this writing?
Plant	Sun	Thank you letter	Praise the sun's role in growth
Comma	Self	Diary	Complain about how students misuse you

INSTRUCT
III: INSTRUCTION

Instructional Imperatives

BEST PRACTICES

Anticipation Guide

What is it?

A series of statements based on the key concepts of a reading. Students are asked to agree (true) or disagree (false) in order to activate prior knowledge, focus reading and motivate readers. (Herber, 1978)

Teacher Note: When creating the anticipation guide, start with an age appropriate number of statements. Provide at least one statement that would challenge students' thinking.

How do I use it?

Teacher:

- Makes a chart.

- Identifies major concepts and creates four to six statements.

- Creates statements that support or challenge students' beliefs about the topic.

Students:

- React to each statement by agreeing or disagreeing prior to actually reading the text.

- Read text to find evidence that supports or disproves their responses on the guide.

What does it look like?

Anticipation Guide for *Teammates*

Statements	Agree/Disagree	Page #	Were you right?	Justification
1. The New York Yankees asked Jackie Robinson to play for them.				
2. Jackie's teammates supported him				
3. Pee Wee Reese believed in doing				
4. Jackie Robinson was a successful				

Instructional Imperatives

BEST PRACTICES

## Graphic Organizers

What is it?

A flexible instructional tool to help students construct meaning and organize their knowledge before, during or after instruction. They can be completed linguistically or non-linguistically.

How do I use it?

- Model how to use a specific organizer with familiar content.
- Allow students to help complete a class graphic organizer.
- Show several completed examples.

What does it look like?

Venn Diagram

Topic A

Topic B

Similarities
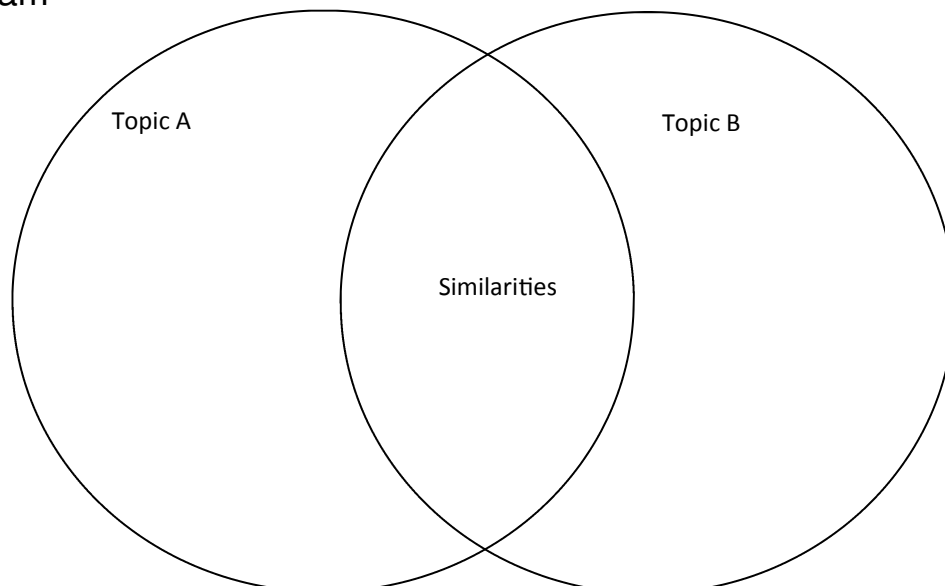
INSTRUCT
III: INSTRUCTION

Instructional Imperatives

The 5Es Instructional Model

What is it?

This model describes a teaching sequence that can be used for entire programs, specific units and individual lessons. The Biological Science Curriculum Study (BSCS), developed the instructional model for constructivism, called the "Five Es".Constructivism is a philosophy about learning that proposes learners need to build their own understanding of new ideas.

Strategies	Applications
ENGAGE: The purpose for the ENGAGE stage is to peak student interest and get them personally involved in the lesson, while pre-assessing prior understanding. During this experience, students first encounter and identify the instructional task. During the **ENGAGE** stage, students make connections between past and present learning experiences, setting the organizational ground work for upcoming activities.	▪ **Create Interest** ▪ **Generate curiosity** ▪ **Motivate students**
EXPLORE: The purpose for the EXPLORE stage is to get students involved in the topic; providing them with a chance to build their own understanding. In the **EXPLORATION** stage the students have the opportunity to get directly involved with phenomena and materials. As they work together in teams, students build a set of common experiences which prompts sharing and communicating. The teacher acts as a facilitator, providing materials and guiding the students' focus. The students' inquiry process drives the instruction during an exploration.	▪ **Ask inquiry questions** ▪ **Observe and listen** ▪ **Allow time for reflection**
EXPLAIN: The purpose for the EXPLAIN stage is to provide students with an opportunity to communicate what they have learned so far and figure out what it means. EXPLAIN is the stage at which learners begin to communicate what they have learned. Language provides motivation for sequencing events into a logical format. Communication occurs between peers, with the facilitator, and through the reflective process	▪ **Build discussion and listen** ▪ **Define and explain** ▪ **Ask for clarification**
EXTEND: The purpose for the EXTEND stage is to allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways	▪ **Use experiences to enhance understanding** ▪ **Help apply new concepts to prior learning**
EVALUATE: The purpose for the EVALUATION stage is for both students and teachers to determine how much learning and understanding has taken place. EVALUATE, the final "E", is an on-going diagnostic process that allows the teacher to determine if the learner has attained understanding of concepts and knowledge. Evaluation and assessment can occur at all points along the continuum of the instructional process. Some of the tools that assist in this diagnostic process are: rubrics, teacher observation, student interviews, portfolios, project and problem-based learning products.	▪ **Observe behaviors** ▪ **Assess knowledge and skills** ▪ **Ask open-ended questions**

INSTRUCT
IV: ASSESSMENT

The term 'assessment' refers to all those activities undertaken by teachers, and students in evaluating themselves. Assessment provides information to be used as feedback to modify the teaching and learning activities in which they are engaged. It is a process and practice undertaken by teachers and students alike. Teachers measure the effectiveness of their instruction in order to make decisions for what next steps need to be taken to improve student achievement. Students measure the depth of their learning to ascertain what has taken root against what else needs to be learned. In every sense, assessment is used to inform practice, monitor progress, and modify teaching and learning.

Qualitative and quantitative in nature, assessment is the measurement of how students have mastered state standards, indicators, and curriculum. It may appear in various forms. Teachers may choose the traditional paper/pencil exam. They may also make observations and provide feedback on classroom performance on projects, presentations, group interactions, and verbal responses and justifications. Whatever the chosen method, assessment both teachers and students should always know what curriculum components are mastered and yet to be mastered.

ACTION

Effective teachers use assessment to:

- Make summative statements about how well students have done overall to meet course or unit objectives;
- Certify students as competent in a field of knowledge, a field of practice, or as eligible for promotion;
- Identify content or specific learning gaps for students;
- Signal clearly what knowledge is important and what the criteria and standards are for quality work;
- Make instructional decisions and diagnose where to start students with instruction, what skills are important to master, and about what skills to re-teach to which students;
- Develop an understanding about the effectiveness of classroom instruction and curriculum;
- Report progress to parents and community;
- Evaluate the curriculum to help provide meaningful higher level thinking tasks for all students;
- Sort, rank or compare students for honors and awards and for admission to programs with limited enrollment;
- Norm students or groups of students for comparative achievement in relation to other populations;
- Place students in courses, grades or levels;
- Identify students who need extra time or tutorials;
- Predict success in a course, in school, or job performance.

INSTRUCT
IV: ASSESSMENT

During the bridge year, our students will take the PASS, EOCEP, and HSAP assessments in 2014. Commonalities between CCSS and PASS will be assessed in ELA and Math. In order to ensure students success on these assessments, teachers are still expected to utilize items that mirror the format of their upcoming standardized test. To increase the rigor of these items, students should cite evidence and explain their answers. These practices align with the expectations of the Common Core State Standards.

Elementary and Middle School Grades 3-8		
Content Area	**Assessment**	**Testing Dates for 2013-2014**
ELA – Writing	PASS	Day 1: March 18, 2014 Day 2: March 19, 2014 Make-up Testing through March 25th
ELA – Reading and Research	PASS	May 6, 2014
Math	PASS	May 7, 2014
Science or Social Studies (Grades 3, 5, 6, 8)	PASS	May 8, 2014
Science (Grades 4 & 7)	PASS	May 8, 2014
Social Studies (Grades 4 & 7)	PASS	May 9, 2014
All Content Areas - Make-up Testing	PASS	Through May 16th

High School High School Assessment Program (HSAP)	
Content Area	**Testing Dates for 2013-2014**
ELA	Session 1: October 22, 2013 Session 2: October 23, 2013
Math	October 24, 2013
All Content Areas - Make-up Testing	Through November 1, 2013
ELA	Session 1: April 1, 2014 Session 2: April 2, 2014
MATH	April 3, 2014
All Content Areas - Make-up Testing	Through April 18, 2014
ELA	Session 1: July 15, 2014 Session 2: July 16, 2014
Math	July 17, 2014
Make-up Testing	No make-up dates for summer HSAP testing

High School End of Course Examination Program (EOCEP)	
Test	**Testing Dates for 2013-2014**
English I Algebra I Biology United States History & the Constitution	*Tentative Dates:* **Fall:** December 3, 2013 – January 27, 2014 **Spring:** May 1-10, 2014 **Summer:** July 1-31, 2014

INSTRUCT
IV: ASSESSMENT

District Assessment Schedule

OCSD5 Assessment Calendar 2013-2014

Diagnostic Benchmark	District Assessment	Comprehensive Benchmark

August 2013

S	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 2013

S	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 2013

S	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 2013

S	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 2013

S	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January 2014

S	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February 2014

S	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

March 2014

S	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April 2014

S	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

May 2014

S	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

June 2014

S	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

July 2014

S	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

- Teacher made tests should occur weekly throughout the school year using Study Island, newly adopted textbook resources, or other resources.
- District assessments will count as a test grade.
- Diagnostic and comprehensive benchmarks will not count as a grade.

Smarter Balanced Assessment Consortium

South Carolina has elected to use the Smarter Balanced Assessment Consortium (Smarter Balanced) as the vehicle for assessing the Common Core State Standards. Smarter Balanced is a state-led consortium working to develop next-generation assessments that accurately measure student progress toward college - and career-readiness. Smarter Balanced is one of two multistate consortia awarded funding from the U.S. Department of Education in 2010. The assessments are scheduled to be administered to students in South Carolina and other states in the consortium beginning in the 2014-15 school year.

The work of Smarter Balanced is guided by the belief that a high-quality assessment system can provide information and tools for teachers and schools to improve instruction and help students succeed – regardless of disability, language or subgroup. Smarter Balanced involves experienced educators, researchers, state and local policymakers and community groups working together in a transparent and consensus-driven process.

Smarter Balanced Assessment Item Specifications:

- Selected response (SR) multiple choice
- Constructed response (CR)
- Performance Task (PT)
- Technology enhanced item (TEI)

To view sample assessments items, visit: http://www.smarterbalanced.org/sample-items-and-performance-tasks/

Smarter Balanced Practice Tests

http://sbac.portal.airast.org/Practice_Test/resources.html

Test Taking Strategy:
Text to Text Connection as a Test-Taking Strategy

1. Underline the title of the passage. Make a prediction regarding what the passage is about. Write it by the title.

2. Number the paragraphs in order to be able to cite the paragraph when answering questions.

3. Summarize the main idea (one sentence) of each paragraph in the margin of the text.

4. Read the questions and answer choices – eliminate the two answers that are absolutely wrong.

Test Taking Strategy for Math

1. Circle key numbers

2. Underline the question

3. Box any math action words (+, -. X, =)

4. Evaluate – What steps do I need to take?

5. Solve, Check, and Justify

INSTRUCT
IV: ASSESSMENT

OCSD/5
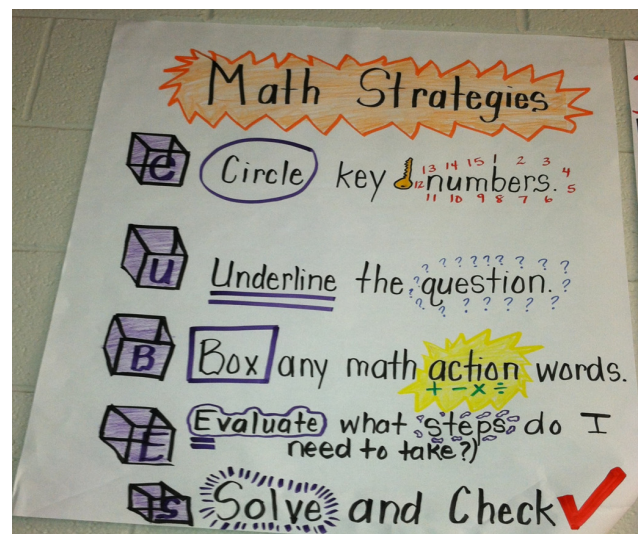
Teacher: _____ Subject: _____
Grade Level: _____ Date: _____
Principal Signature: _____ Teacher Signature: _____

CLASSROOM OBSERVATION INSTRUMENT (DOMAIN I: INSTRUCT)

ROOM ENVIRONMENT — 2 POINTS EACH

- ☐ Classroom is clutter-free, clean, and orderly
- ☐ Materials are easily accessible
- ☐ Displayed work is current, meaningful, and student-generated
- ☐ Environment is rich in meaningful artifacts (e.g., word walls, student products, charts, posters, and indicators posted, evidence of Daily Oral Language, Daily Mathematics, and/or Daily Analogies)
- ☐ A classroom management system is in place (e.g., routines, procedures, rules, rewards, and consequences)

Total [ ]

TEACHER — 4 POINTS EACH

- ☐ Plans activities that are rigorous and aligned to the South Carolina Academic Standards
- ☐ Asks questions addressing all levels of Bloom's Taxonomy
- ☐ Allows for appropriate wait-time when asking questions
- ☐ Connects previous learning to current learning
- ☐ Frequently assesses student understanding during the lesson
- ☐ Differentiates instruction to meet students' needs and learning styles
- ☐ Uses a variety of grouping techniques (whole, small, individual, pair-share)
- ☐ Demonstrates mastery of content area
- ☐ Exhibits evidence of high expectations for all students
- ☐ Provides opportunities for students to justify their thinking
- ☐ Moves around the room to observe, assist, and challenge students as they work on assignments
- ☐ Uses Marzano's Strategies Strategy Used: _____
- ☐ Utilizes a variety of technology throughout the lesson, as appropriate
- ☐ Exhibits positive rapport (e.g., praise, eye-contact, thumbs up, calling on individual students, etc.)
- ☐ Implements accommodations for students with special needs as documented in I.E.P. (lesson plans, grade book, etc.)
- ☐ Evidence of correlation between lesson plans, posted indicators, and grade book
- ☐ Follows the district pacing and sequencing calendar
- ☐ Corrects students' oral and written grammar
- ☐ Uses correct grammar during instruction (American Standard English)
- ☐ Demonstrates knowledge and use of the lesson cycle

Total [ ]

STUDENTS — 2 POINTS EACH

- ☐ Demonstrate and articulate an understanding of the concepts, content, and skills conveyed in the lesson
- ☐ Work well independently and interact appropriately in a variety of settings (whole, small, pair-share, individual)
- ☐ Use correct oral and written grammar (American Standard English)
- ☐ Utilize multiple strategies when completing tasks (e.g., note-taking, graphic organizers, journaling)
- ☐ Exhibit respect for teacher and others

Total [ ]

MARZANO CATEGORIES OF STRATEGIES	BLOOMS TAXONOMY	PROBLEM SOLVING STRATEGIES	BEST PRACTICES
• Identifying similarities and differences • Summarizing and note taking • Reinforcing effort and providing recognition • Homework and practice • Nonlinguistic representations • Cooperative learning • Setting objectives and providing feedback • Generating and testing hypotheses • Cues, questions, and advance organizers	• Remembering • Understanding • Applying • Analyzing • Evaluating • Creating	• Act out or use objects • Make a picture or diagram • Use or make a table • Make an organized list • Guess and check • Use or look for a pattern • Work backwards • Use logical reasoning • Make it simpler • Brainstorm	• KWL Strategy • Think-Pair-Share Strategy • Frayer Model Strategy • Summary Frames Strategy • Two-Column Notes Strategy • Rubrics Strategy • Think-Aloud Strategy • RAFT Strategy • Anticipation Guide Strategy • Graphic Organizers Strategy

THE 5Es	LESSON CYCLE	COMMENTS	GRAND TOTAL
• Engage • Explore • Explain • Elaborate • Evaluate	• Objective and Purpose • Direct Instruction • Guided Practice • Independent Practice • Closure	_____ _____ _____ _____	A: 100-93 B: 92-85 C: 84-77 D: 76-70 F: 69-0

Teacher's signature indicates that a conference has been held with the administrator.

Classroom Observation Instrument

ROOM ENVIRONMENT – 2 POINTS EACH	
	Classroom is clutter-free, clean, and orderly
	Materials are easily accessible
	Display work is current, meaningful, and student-generated
	Environment is rich in meaningful artifacts (e.g., word walls, student products, charts, posters, and indicators posted, evidence of Daily Oral Language, Daily Mathematics, and/or Daily Analogies)
	A classroom management system is in place (e.g., routines, procedures, rules, rewards, and consequences)
Total	

STUDENTS – 2 POINTS EACH	
	Demonstrate and articulate an understanding of the concepts, content, and skills conveyed in the lesson
	Work well independently and interact appropriately in a variety of settings (whole, small, pair-share, individual)
	Use correct oral and written grammar (American Standard English)
	Utilize multiple strategies when completing tasks (e.g., note-taking, graphic organizers, journaling)
	Exhibit respect for teacher and others
Total	

INSTRUCT
IV: ASSESSMENT

Classroom Observation Instrument

TEACHER – 4 POINTS EACH	
	Plans activities that are rigorous and aligned to the South Carolina Academic Standards
	Asks questions addressing all levels of Bloom's Taxonomy
	Allows for appropriate wait-time when asking questions
	Connects previous learning to current learning
	Frequently assesses student understanding during the lesson
	Differentiates instruction to meet students' needs and learning styles
	Uses a variety of grouping techniques (whole, small, individual, pair-share)
	Demonstrates mastery of content area
	Exhibits evidence of high expectations for all students
	Provides opportunities for students to justify their thinking
	Moves around the room to observe, assist, and challenge students as they work on assignments
	Uses Marzano's Strategies Strategy Used: _____
	Utilizes a variety of technology throughout the lesson, as appropriate
	Exhibits positive rapport (e.g., praise, eye-contact, thumbs up, calling on individual students, etc.)
	Implements accommodations for students with special needs as documented in I.E.P. (lesson plans, grade book, etc.)
	Evidence of correlation between lesson plans, posted indicators, and grade book
	Follows the district pacing and sequencing calendar
	Corrects students' oral and written grammar
	Uses correct grammar during instruction (American Standard English)
	Demonstrates knowledge and use of the lesson cycle
	Total

UP Protocol

This very simple protocol is designed to help teachers reach their Unlimited Potential (UP). It is to be used to communicate meaningful feedback and assist you with follow up. After observing a classroom:

1. Tell the teacher one thing you observed that was very effective.
2. Provide one strategy and/or requirement for next steps and improvement.
3. Tell the teacher you expect to see this strategy in place when you return.
4. Keep a log of your brief conversation so that you will remember what to expect for your next visit.
5. Return to the classroom to see the new strategy in place.
6. Repeat the process.

Teacher Name:	Date:
UPlift (**UP**lift with one point of praise.)	
Provide (**P**rovide one requirement for continuous improvement)	

INSTRUCT
V: ENVIRONMENT

An inviting, engaging and well-ordered learning environment is essential for world-class teaching and learning to take place. It reflects the instructional thoughtfulness of the teacher who has purposefully considered what classroom systems are and look like. Those systems include addressing behaviors and attitudes that are important when creating a safe, comfortable, engaging and consistent environment for the best teaching and learning to take place. The classroom environment enhances student achievement. It allows students and teachers to maximize instructional time. It provides structure to know what is expected of both teachers and students. It creates an atmosphere that is conducive to learning and achievement. It provides an environment where students feel honored, respected and celebrated; yet, with a clear understanding that the classroom is a special place and requires mutual respect and cooperation.

ACTION

Effective teachers have classrooms that…

- Are student centered and inviting;
- Display student generated work that is varied, inclusive, current and reflective of the learning taking place in the classroom;
- Have furniture arranged to promote cooperative groupings;
- Have appropriate furniture that is, operable (not broken), and add to classroom order and systems;
- Have established classroom procedures and routines that are known and understood by all;
- Distinguish inappropriate off-task behavior;
- Demonstrate teaching from bell-to-bell as a norm;
- Are clean and orderly;
- Are highly organized and maximizes space;
- Are clutter free;
- Have learning outcomes clearly posted;
- Include up-to-date technology that is available for teacher and student use;
- Maintain time on task, keep and secure instructional momentum;
- Demonstrate shared ownership by students and teacher;
- Honor student voice;
- Where student voices are heard more often than the teacher's voice;
- Eliminate disruptions by communicating expectations;
- Have a clearly defined system of rewards and consequences;
- Use positive language;
- Are specific in what can be done or not done;
- Encourage a focus on personal relationship building;
- Focus on keeping students attentive and engaged and provide meaningful activities that minimize downtime;
- Is conducive to risk taking.

INFORM

How will we know they learned it?

- **Retrieval**: What information is needed and available?
- **Analysis and Interpretation**: When and how will we use the information?
- **Communication**: Who receives this information?
- **Dissemination**: How will it be distributed and communicated?

As a Teaching & Learning Domain, **INFORM** addresses the many and varied ways the system, most especially campus administrators, teachers and other instructional staff are provided information about OCSD5 students (district-wide, school-wide, grade levels, classes, and individually). In all sorts of ways, **INFORM** provides the baseline data from which all teaching and learning proceeds. It does not assume, but it is based on reliable information (data), which comes in a variety of forms and from various sources. **INFORM** provides an essential understanding of what marks *data-driven decision making*. A ***world-class culture of teaching and learning*** is based upon a commitment from all members of the school community to be data informed professionals and who participate in data driven decision making.

The goals of the **INFORM** Domain are to provide a system of information to all members of the teaching and learning community. Its focus is an articulated response to the following questions:

- **Retrieval**: What information is needed and available?
- **Analysis and Interpretation**: When and how will we use the information?
- **Communication**: Who receives this information?
- **Dissemination**: How will it be distributed and communicated?

INFORM

How will we know they learned it?

Understanding data is vital to all planning and strategic thinking in order to create and maintain *a world-class culture of teaching and learning*. Instructional leaders and teachers must understand how to interpret and disaggregate data to use it effectively. It must be put into a format that:

- Is timely and communicates the current state of student achievement;
- Tells how students have or have not met achievement and/or performance goals;
- Makes it easy to identify which performance goals were or were not met and by what margin;
- Provokes questions to drive discussion regarding what action must take place next to improve/ increase student achievement per performance goal;
- Provides baseline data to promote tracking of progress both annually and over multiple years;
- Is used to communicate progress to OCSD5 constituencies (Board, schools, community).

OCSD5 instructional personnel must be able to disaggregate and utilize mutliple data sources to promote and provide research-based strategies and activities. In matters related to disaggregating data, time is of the essence. **INFORM** is dynamic. It does not take place on only one occasion, be it prior to the start of a new school year or at the end of a grading period. Administrators and teachers must remain steadfast and vigilant in gathering, analyzing, interpreting, and disseminating data.

INFORM data is categorized by four major sources:

1. Student Data
2. Teacher Data
3. Campus Data Profiles
4. District Data

Effective data-driven decision making considers the four major data sources and understands that each of these is further ordered as two sorts of data: **QUALITATIVE DATA and QUANTITATIVE DATA**. A highly effective instructional leader and teacher consider both qualitative and quantitative data in creating and maintaining strategies.

INFORM
QUALITATIVE (SOFT) DATA

Soft data is descriptive in nature and is used to describe a situation or individual. It is subjective, and what may be accurate for one situation or individual may not be the same for the next. Soft data is often described as anecdotal, since it may describe a situation at one point in time, and may or may not necessarily be a sustained condition. Soft data describes particular environments or circumstances.

ACTION

Effective educators use qualitative data to make decisions about their students, teachers, campuses, and district. The following forms of data are collected and analyzed:

For Students:
- Home life (foster, probation, parent history, etc.);
- Parental input;
- Permanent record file;
- Educational history;
- Interviews;
- Demographics;
- Anecdotal teacher notes;
- School facilities and location.

For Teachers:
- Educational philosophy, belief, attitude;
- Educational background, certification, PD history, longevity in district/tenure;
- Demographics (where grew up, home life).

For Campus:
- Community engagement (parents/families, greater community);
- School climate/culture, professionalism, environment, location, facilities, community involvement.

For District:
- Mission and Vision;
- Goals and Objectives;
- Strategic Intent;
- Core Values;
- 5 Year Strategic Plan.

INFORM
Hard Data (Quantitative)

Quantitative is numeric in nature. Hard data is information that defines a situation or individual. It is standardized and measureable. It is information that allows a system to predict outcomes. It can be systematized and easy to communicate. It can be used to take action, change course or improve current action plans. All data should result in an action.

ACTION

Effective educators use quantitative data to make decisions about their students, teachers, campuses, and district. The following forms of data are collected and analyzed:

For Students:
- Tests;
- Homework;
- Progress Reports;
- Class Work;
- Projects;
- Report Cards;
- Common Assessment Results;
- Teacher Observations;
- PASS;
- End-of-Course Exams;
- SAT/ACT.

For Teachers:
- Classroom Results;
- Annual Assessments;
- Intervention Plans.

For Campus:
- State Report Cards for each campus;
- Federal (AYP) Results for each campus;
- State Award Results for each campus;
- Student Data Walls.

For District
- District-wide State Report Card;
- Federal (AYP) Results for the District;
- State Award Results for the District.

INTERVENE

What will we do if they don't know it?
What will we do if they know it?

- Diagnose and prescribe
- Administer new, individualized strategies
- Monitor and assess
- Accelerate instruction

WORLD CLASS LEARNING

INSTRUCT · INFORM · IMPROVE · INTERVENE

INCLUDE
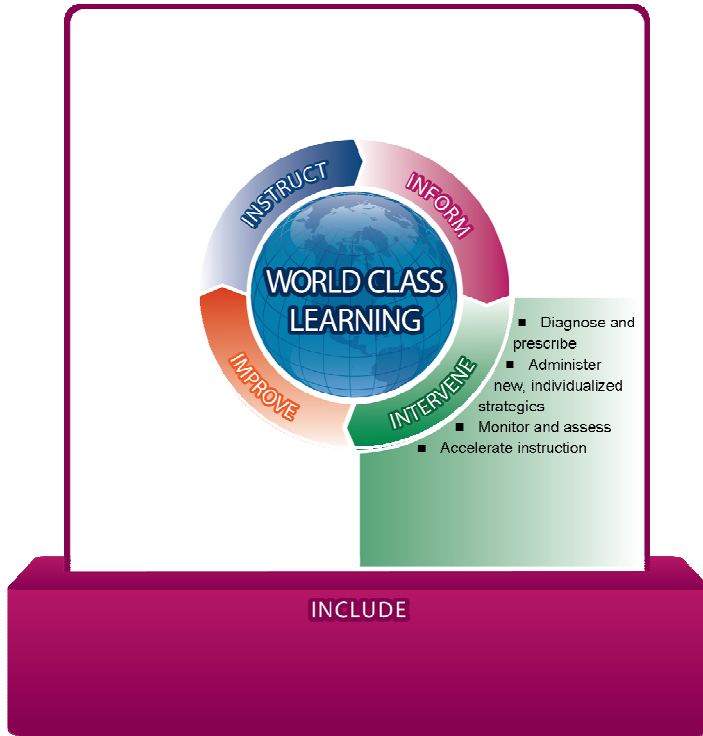
World-class teaching and learning automatically gives special consideration to students who, for a variety of reasons, may be unable to consistently achieve academic success; as established by their specific and pre-determined grade level or content standards. The Teaching & Learning Domain, **INTERVENE**, diagnoses learning gaps, and administers a prescriptive response to support students. It invites challenges and provides a map for teachers to consider when looking for ways to provide instruction to struggling students. Teachers, administrators and all instructional staff understand there is no stopping point when formative and summative assessments indicate other methods and strategies have failed to meet the students' educational needs. **INTERVENE** is founded on the principle that every child can learn and will learn; which requires that teachers "think outside the box" and adopt different instructional strategies and methods particular to the student who may be struggling.

The **INTERVENE** Domain provides guidance and support to teachers who have had limited professional development in this regard but who are now engaged because "one size does *not* fit all" for students. These teachers understand that for certain students to achieve academic success, new and different instructional strategies must be discovered and adopted. They are willing to be empowered with new knowledge and skills and work to become world-class teachers. These teachers are eager to become armed with best practices; thereby, leaving no child behind in the quest for high academic achievement.

This way of thinking also applies to school leaders who have come to accept and embrace the paradigm shift in school leadership-no longer ascribing to the ideology of *campus manager* but making the necessary transformation to *instructional leader*. The **INTERVENE** Domain provides necessary support to build capacity of school teachers and leaders, helping them to become adept in the essential knowledge and skills necessary to be world-class instructional leaders.

The goal of the **INTERVENE** Domain is for administrators and teachers to provide a system of intervention for students who have not demonstrated mastery at a level. Its focus is an articulated response to the following questions:

INTERVENE
What will we do if they don't know it?
What will we do if they know it?

- Who needs intervention?
- Who provides intervention?
- What intervention resources are needed?
- How, when, and where will intervention be provided?
- What is the desired outcome of intervention?
- Who will monitor success?
- How will success be determined?
- What happens once the student is successful?

> Teaching is not a profession for the weak or the lazy. It is hard work and carries a huge responsibility. For the true professional, however, teaching brings rewards not found in any other field.
>
> -Anonymous

Interventions are not optional. They recognize that every person is unique, and take seriously the charge to develop individuals to their fullest potential. Interventions are meant to bring out the best in each person. When used optimally, they also help districts meet the needs of accelerated learners who have mastered the curriculum and need to be challenged with more rigorous learning opportunities. Furthermore, the **INTERVENE** Domain recognizes that interventions, may not only be applicable to students, but also to teachers and administrators.

The **INTERVENE** Domain includes four components that serve students, teachers, and administrators:

I.   Diagnose and prescribe;
II. Administer new, individualized strategies;
III. Monitor and assess;
IV. Accelerate instruction.

Response to Intervention (RTI)

Most can agree that if a patient is sick, he turns to a professional to assist in making him well. For example, just say someone is suffering from an itchy, runny nose accompanied by headaches, sneezing and coughing. He's tried a home remedy, but the symptoms persist to the point of discomfort and compromised health. It is obvious to everyone who comes in contact with that individual that something is not right. This prompts a visit to the doctor whose inquiries express concerns in an effort to accurately assess the symptoms in order to treat and provide a cure before the illness worsens.

Are the symptoms being caused by allergies? Are they symptoms of a cold, or are they symptoms of the flu? Can additional or different over the counter medications alleviate the symptoms, or is a prescription from a doctor necessary to cure a more severe medical concern? The symptoms (data) must be studied and analyzed to determine what they suggest (diagnose), what course of action is necessary to address the associated illness of that particular person (prescribe), to restore their health. If along the way, it is discovered that the prescription is not addressing the concern as intended, an adjustment to the prescription may be necessary.

INTERVENE

What will we do if they don't know it?
What will we do if they know it?

This scenario of early intervention is the goal of a Response to Intervention (RTI) Model. Classrooms utilizing this model meet the needs of students before their academic achievement gaps become too great. RTI is about early prevention and early support. Schools should not wait until students fall so far behind that we depend on a special education program to meet their needs. Instead, schools should provide systematic, targeted interventions to all students as soon as a need is demonstrated.

The six Response to Intervention (RTI) Principles are the impetus for the **INTERVENE** Domain. They will be defined and explained as they relate to the four components of the domain.

Principle 1: Use scientifically, research based interventions and instruction.

Principle 2: Monitor classroom performance.

Principle 3: Conduct screening and benchmarking.

Principle 4: Use a multi-tiered model of service delivery.

Principle 5: Monitor progress frequently.

Principle 6: Implement with fidelity.
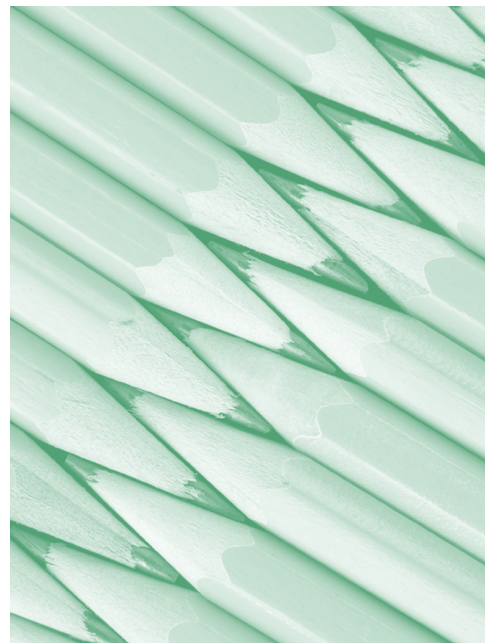
INTERVENE

I. DIAGNOSE AND PRESCRIBE:

Proper diagnoses of a problem is the first step in finding a solution. As in the case of our sick patient, the proper diagnosis is critical to finding a cure. Just as all patients are not created equal, all students are not created equal, and teachers must take the time to ascertain, on a case by case basis, the learning challenges for each student. In other words, they must diagnose the problem. Once the problem is diagnosed, the proper prescription must be administered. In classrooms, this is done by adhering to *Principle 1, using scientifically, research based instruction and interventions.* If a strategy is not proven, it must be abandoned or never adopted from the beginning. Additionally, *Principle 2, monitoring classroom performance must take place* so that each student's understanding of concepts and skills will be analyzed to make future instructional decisions.

ACTION

Effective teachers intervene when they…

- Treat students as individuals;

- Perform item analysis on students' assessments;

- Ask students to explain their thinking to clarify any misunderstanding;

- Probe students with questions to get to the root of the misunderstanding;

- Review a student's instructional history (who the student's teachers were, anecdotal notes, etc.);

- Use previous data to find out historical performance;

- Identify interventions that are differentiated and specific, per student;

- Serve students with similar needs through alternate groupings (small groups, one-on-one, etc.);

- Recognize that if the majority of the class did not master a concept, whole group reteaching is necessary;

- Provide interventions early and often;

- Provide interventions during the day, before school, after school or on weekends - recognizing that students will not be able to fit into a single extended learning opportunity;

- Diagnose students' needs and prescribe a Three- Tiered Model of Response to Intervention (RTI).

INTERVENE

I. DIAGNOSE AND PRESCRIBE, CONTINUED

The same process described above may be applied to teachers or administrators who demonstrate symptoms that suggest their performance is less than optimal. They are in need of individualized attention to diagnose why their performance does not meet the standard. This requires an accompanying plan of action (interventions) to assist and empower them to reach their full potential. Teachers and administrators who demonstrate the need for additional professional development will be diagnosed and prescribed a plan to build personal, instructional, professional, and leadership capacity.

ACTION

Effective, districts diagnose and prescribe interventions …

For Teachers when administrators:
- Help each teacher become their personal best;
- Collect data from teacher appraisals and individual teachers' student data;
- Hold meaningful conversations with teachers, asking probing clarifying questions, discovering teachers' self-perceived strengths and challenges;
- Offer their own appraisal of teachers;
- Provide interventions that are specific to teachers, according to data and observations;
- Collaborate with teachers to prescribe specific meaningful professional development to eliminate instructional challenges;
- Provide a mentor or mentors to assist struggling teachers;
- Assess "coachability";
- Compassionately and wisely counsel a teacher to consider that teaching may not be the most appropriate professional position for him/her; in a timely manner.

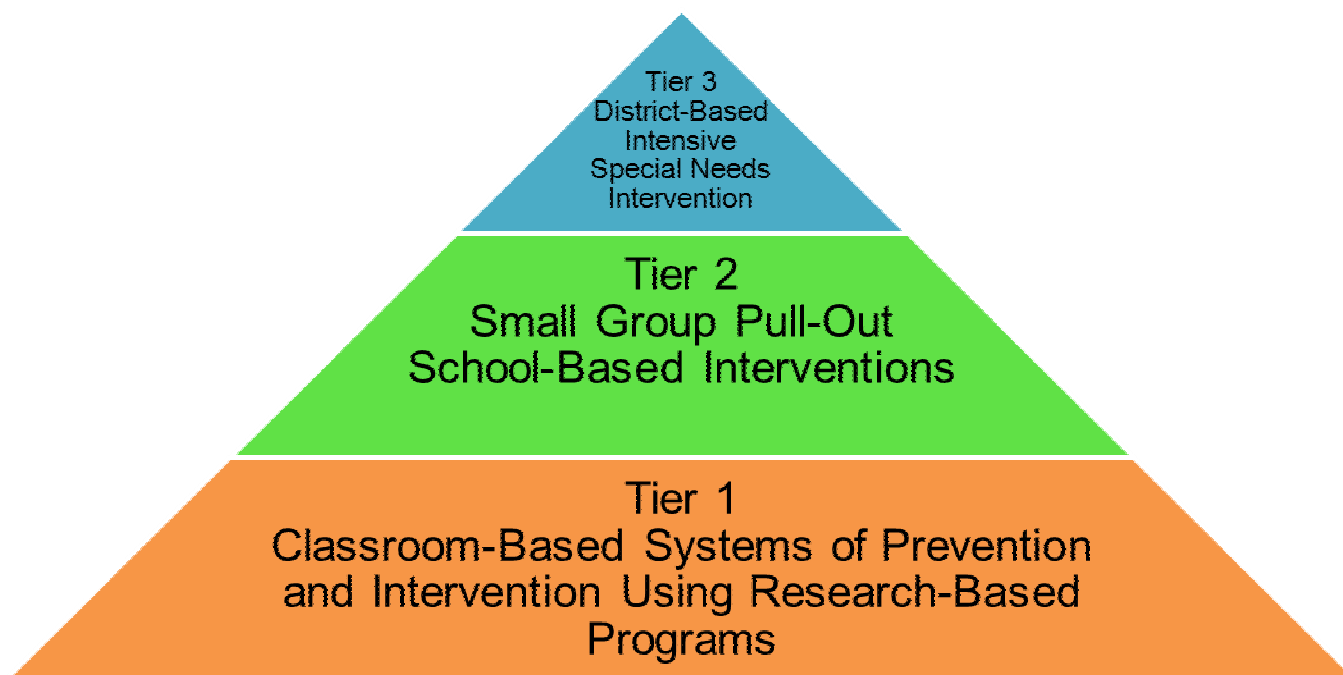**For Campus Administrators when central office administrators:**
- Help each campus administrator become his/her personal best;
- Diagnose campus needs according to data;
- Help administrators make improvement to their campus profile (culture, climate, stat report card, student/teacher data, etc.);
- Hold meaningful conversations with administrators, asking probing clarifying questions;
- Provide meaningful feedback using qualitative and quantitative data;
- Provide interventions that are specific to administrator, according to campus data;
- Consider experience, amount/type of professional development;
- Collaboratively define specific professional development interventions and campus interventions.
- Assess "coachability";
- Compassionately and wisely counsel an administrator to consider that being an administrator may not be the most appropriate professional position for him/her.

INTERVENE
II. ADMINISTER NEW, INDIVIDUALIZED STRATEGIES

Principles three and four of RTI are screening and benchmarking to ascertain which students' performance is on, below, or above grade level and *using a multi-tiered model of instructional delivery* respectively. Assessing and checking for understanding is critical to diagnosing students' instructional needs. Teachers should use a three-tiered approach when diagnosing student needs. This approach allows Tier I students with minimal needs to be assisted in the classroom by their general education teacher through guided practice and small group instruction while others are independently working. Tier II students are those who are not being successful in the aforementioned process. These students will need to receive additional interventions during the school day by an interventionist (such as special education teacher, classroom teacher, or reading specialists) who works closely with the classroom teachers to reduce identified Tier I gaps. The interventionist uses *new and different strategies and resources* from the ones used in Tier I to address student needs. In the event that Tier I and Tier II instruction is marginally effective, students should be referred to the intensive care that is available through the Special Education Program.

Pyramid of Intervention

Tier 3
District-Based
Intensive
Special Needs
Intervention

Tier 2
Small Group Pull-Out
School-Based Interventions

Tier 1
Classroom-Based Systems of Prevention
and Intervention Using Research-Based
Programs

INTERVENE

II. ADMINISTER NEW, INDIVIDUALIZED STRATEGIES

Response to Intervention Guide: The Three-Tier Process

Why Use a Three-Tier System for All Students?

I. Research supports the process.

-   **Tier I:** Quality classroom instruction based on hour state curriculum frameworks.

-   **Tier II:** focused supplemental instruction for students who are not successful in Tier 1.

-   **Tier III:** Intensive interventions specifically designed to meet the *individual* needs of students who have not been successful in Tiers I and II.

    -   Requires the use of progress monitoring to:

        -   Determine if students are making adequate progress.

        -   Identify students as soon as they begin to fall behind

        -   Modify instruction early enough to ensure each student gains essential skills.

        -   Requires chairperson to be the principal or principal's designee to provide resource reallocation for interventions.

II. Prevents over identification of children as being disabled when the real issue may be student readiness, inadequate instructional delivery or a need for differentiated instruction.

III. Allows a problem-solving approach using the input of teachers to help solve the problem.

IV. Utilizes scientific inquiry in the decision-making process.

V. Utilizes scientifically based research materials and methods to the extent that it is practical to implement.

VI. Creates a record of instructional interventions that can track progress throughout a student's academic career.

VII. Creates a timeline to provide assistance for at-risk students.

VIII. Links assessments and instructions to interventions.

How the Three-Tier Model Works

The three-tier model of instruction is designed to meet the instructional needs of all students. It is a prevention model that is aimed at finding students early, before they fall, and providing the supports students need throughout their years of schooling.

INTERVENE

II. ADMINISTER NEW, INDIVIDUALIZED STRATEGIES

Tier I Instruction

Tier I instruction incorporates the following basic elements:

- A high-quality program of instruction based the state or district curriculum standards.

- The use of quality research-based instructional strategies or materials.

- An ongoing assessment of students to determine instructional strengths and needs.

- Ongoing professional development to provide teachers with necessary tools to ensure every student receives quality instruction.

- Intervention is done within the general framework of the classroom.

- Curricula offerings are based on scientific research principles.

The focus is on improving the core classroom instruction that ALL students receive. Tier I instruction is designed to address the needs of the majority of all a school's students. By using flexible grouping, ongoing assessment, and targeting specific skills, classroom teachers are able to meet instructional goals.

Tier I Interventions

Tier I is the lowest level of intervention for a student and is provided solely by the classroom teacher in the general classroom setting. The task set forth is to upgrade the general classroom instruction in a manner that effectively addresses the needs of deficient students in the whole group setting. Students should be grouped in flexible, fluid groups depending on their area(s) of academic deficiency. The paradigm shift in any RTI model is understanding that the purpose of intervention is to define and refine the problem and then develop interventions that assure the child remains in the classroom. The teacher is the "interventionist" at this level and must accept the responsibility for what students learn.

Tier II Instruction

For 20 to 30 percent of students, focused instruction within the general education classroom setting is not enough. These students require *supplemental instruction in addition to the standard classroom instruction.* The supplemental instruction in Tier II is designed to meet the needs of these students by providing additional individual instruction, small group instruction, and/or technology-assisted instruction to support and reinforce skills taught by the classroom teacher. In Tier II, the interventionist may be the classroom teacher, a specialized teacher, or an external interventionist specifically trained for Tier II supplemental instruction.

Tier II provides additional instruction to students who score below benchmark criteria in one or more critical areas of instruction. Tutoring sessions reflect the important learning targets of content area subjects based on the grade level of the students. The amount of assistance and the method used are planned according to progress monitoring data. Students who progress to grade level are exited from the Tier II intervention process, and their progress is monitored to assure on-level performance. Those who do not exit are provided with the third tier of intervention.

INTERVENE

II. ADMINISTER NEW, INDIVIDUALIZED STRATEGIES

Tier II Interventions

Tier II interventions are supplemental to the core academic instruction that is delivered in the classroom by the classroom teacher and are for students who have significantly lower levels of performance than their peers. These students should receive small group instruction for at least 30 minutes three to four times per week that is both diagnostic and prescriptive. Progress should be monitored and documented weekly. Instruction is provided to *same-ability* small groups of no more than three to five students. The homogeneity of the group and the flexibility to move from one group to another based upon instructional need is critical. Instructional materials must be matched with student ability. Teachers must not use the same independent seatwork assignments that were offered to the entire class, but should seek to provide different strategies and activities since the once used in class proved ineffective in Tier I.

Tier III Instruction

A small percentage of students who have received Tier II supplemental instruction will continue to have marked difficulty in acquiring necessary skills. These students require instruction that is more explicit, more intense, and specifically designed to meet their individual needs. Tier III is designed for students with low-content area skills and/or a sustained lack of adequate progress when provided with primary and secondary interventions. Intervention at this level is more intensive and includes more explicit instruction that is designed to meet the individual needs of a struggling student. Instruction is tailored to specific individual student learning targets or goals, and the duration of daily instruction is longer.

Tier III Interventions

The interventions at this level are intensive and targeted to specific deficiency areas for the individual students' needs. The main differences between Tier II and Tier III are not necessarily the interventions, but the frequency, duration and progress, monitoring requirements. Remember that the frequency and duration become at least *daily* for an hour per day (2 times per day for one half-hour each) while the progress monitoring requirement becomes a minimum of weekly with a recommendation of two times a week.

Summary of Tier I

- Students are taught in the general education classroom.

- At-risk students are usually identified in the first month of the school year.

- Once a student is identified as an at-risk performer, interventions begin and student's progress is monitored through the collection and tracking of data.

- All students are given general instruction, using evidence-based instructional strategies.

- The classroom teacher provides "just-in-time" interventions in the classroom both individually and in small groups based on specific skill deficiencies.

- Intervention strategies are designed to be both preventive and proactive.

INTERVENE

II. ADMINISTER NEW, INDIVIDUALIZED STRATEGIES

Summary of Tier II

- If students are not progressing in comparison to peers and expected ability, instruction is supplemented with academic interventions.

- Students move in and out of Tier II as needed.

- Students receive instruction individually or in small groups.

- Students may be in Tier I for some subjects and in Tier II for others. Once the subject matter is mastered, students return to Tier I.

- Students receive general instruction plus supplemental instruction in the identified weak areas for thirty to ninety minutes two to three times per week.

Summary of Tier III

- If students are not progressing as expected after Tier II intervention, they are moved to Tier III.

- Students are referred for special education eligibility.

- Tier III interventions are more individualized with a specialist.

- Most students will receive special education services.

- Individualized interventions are intensive and assessment-based.

INTERVENE

III. MONITOR AND ASSESS

Principle five in the Response to Intervention process is *frequent progress monitoring* to determine if the intervention is working for each student. Progress monitors must make effective use of assessments and be sensitive to student changes in academic behavior. The *final principle, number six* involves *implementing all instruction and intervention with fidelity*. Intervention programs must be implemented as designed and intended. It is the responsibility of the school's administrator to ensure fidelity by monitoring instructional delivery.

A particular diagnosis and prescription for a given group (student, teacher, administrator) may be right on target; however, without the appropriate follow-up, the best intervention plan may easily fail. Therefore, it is imperative that a regular schedule to monitor and assess progress is also in place.

ACTION

Effective, districts produce intervention plans that are properly monitored and assessed…

For Students when teacher plans:
- Are student specific;
- Are organized in a student-specific file;
- Are considered by administrators and teachers to be essential, not a burden, to student success;
- Are developed with reliance upon specific student data (data-driven decisions);
- Are not developed in isolation, but collaboratively through the use of a campus School Intervention Team (SIT) and Response to Intervention (RTI);
- Include the use of frequent and "mini" assessments (formative assessments);
- Include the use of skill specific assessments;
- Include pull-outs for specific concepts (reteaching).

For Teachers when administrators:
- Conduct regular "walk-through" visits and keep specific notes, with conferences held after each observation;
- Note what students can/cannot do, based on posted objectives;
- Note improved (not) student behavior;
- Compare results of common assessments with those of same subject/level peers and conference with teachers to analyze data for mastery and growth;
- Compare teacher's prior year's data with current year's data;
- Provide necessary counsel to assist teachers in making decisions regarding remaining in teaching profession.

For Administrators when central office administrators:
- Review campus benchmark results;
- Conduct walkthroughs, observing classrooms;
- Provide content specialist support;
- Note positive data changes in growth and mastery;
- Note decreased discipline referrals;
- Note campus is clutter-free;
- Note presence of more volunteers on campus;
- Note a welcoming climate;
- Note teacher attitude is cooperative, inclusive, and demonstrates movement.

INTERVENE
IV. ACCELERATE INSTRUCTION

By monitoring and assessing individuals' progress through the intervention plan, it may happen that the individual is quite accelerated in their progress, or it may be discovered that the original diagnosis or prescription needs to be adjusted. Above all, progress monitoring and assessing requires those in charge to remain focused on providing appropriate, individualized attention to students who are behind as well as students who are ahead. This type of acceleration provides opportunities to cognitively, advanced gifted students. When teachers see that some students have mastered curricular concepts, it is imperative that we advance them. To ignore the needs of these students invites boredom and behavior problems.
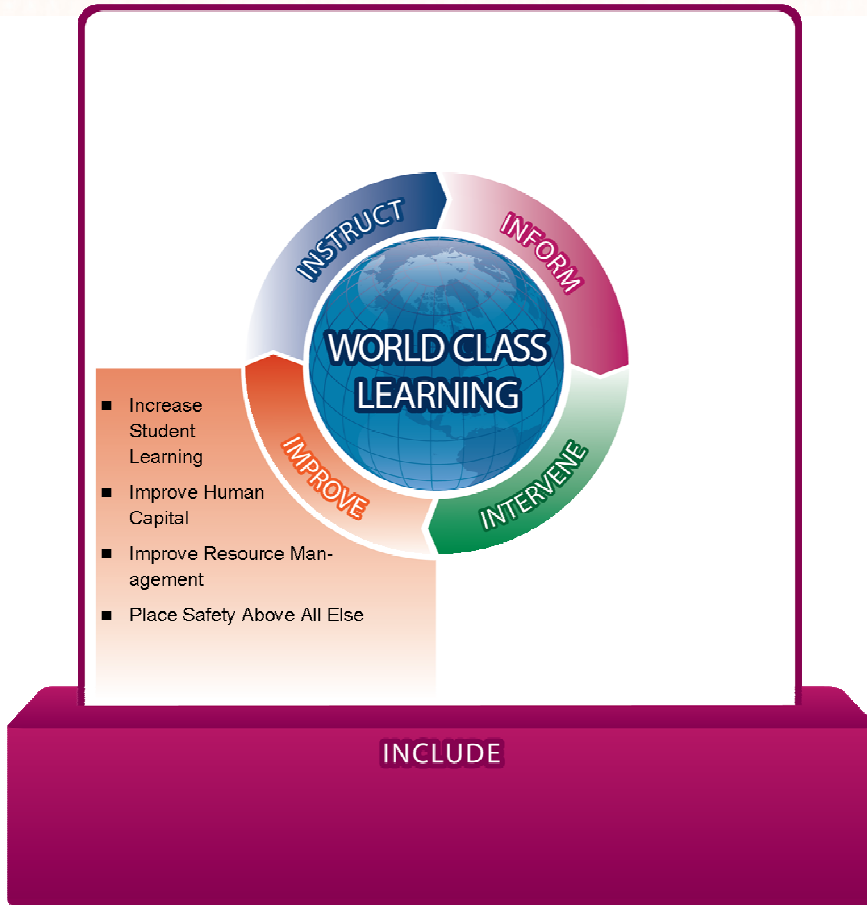
ACTION

Effective teachers accelerate learning when they :

- Create independent student project activities for areas of interest
- Involve students in advanced academic competitions
- Provide assignments that go above and beyond what is covered in class
- Eliminate the temptation to simply give more work
- Provide assignments that are at the highest levels of Bloom's Taxonomy (analysis, synthesis, and evaluation)
- Incorporate multiple intelligences in each lesson
- Establish learning centers

IMPROVE

What will we do to increase excellence?

The Teaching & Learning Domain, **IMPROVE** is twofold. On one hand, we must celebrate our successes. On the other hand, we must remain committed to self-reflection and continuous improvement. To ride merely on past performances is nothing short of transportation down the avenue of mediocrity and stagnation. A district committed to excellence is always forward looking and forward thinking. On our quest for excellence, the students we educate, the personnel we employ, the community we serve, and the resources we utilize all work together for the good of creating and sustaining a culture of excellence.

The **IMPROVE** Domain is guided by the district vision, mission and goals; core values and strategic intent. The framework was created to facilitate honest, productive discussions with all members of the OSCD5 stakeholders. The core beliefs of the district offer a foundation to simplify and articulate a comprehensive and transparent plan of action to:

I.   Increase Student Learning

II. Improve Human Capital

III. Improve Resource Management

IV. Place Safety Above All Else

IMPROVE

Goal I: Increase Student Learning

Our educators will utilize research-based best strategies. Strategies that do not yield proven results will be abandoned. These efforts will increase student achievement and the graduation rate. Consequently, OCSD5 will produce more college-ready students. Increasing student learning also includes accelerating learning for our on grade level students and our gifted and talented students. OCSD5 is determined to add value to every student. The weak will get strong, and the strong will get even stronger. Gaps will be filled, bridges will be built, and mountains will be climbed.

ACTION

An effective school district will…

- Implement a structured Response and Intervention model to assist students who are experiencing learning or behavior challenges;

- Implement a comprehensive literacy and numeracy program in grades pre-K through 12;

- Focus on low-performing schools with available resources;

- Create a College-Bound culture for all students by preparing them to make college and career choices after graduation;

- Increase student enrollment in Pre-Advanced and Advanced Placement courses and participation in AP exams, and develop monitoring processes to compare enrollment projections with actual campus enrollment;

- Establish school performance indicators that include factors that contribute to a well-rounded student such as athletics, fine arts and other extracurricular activities, community service collaborative learning opportunities;

- Expand Early Childhood Education opportunities by establishing extended programs for three and four-year old students who currently do not attend our programs; while increasing our partnership with our Head Start program provider;

- Study and replicate best practices from schools with proven high academic achievement and offer professional development;

- Review the full inventory of programs offered through Career and Technology Education and assess accessibility, viability, enrollment, and effectiveness;

- Communicate high expectations for instructional delivery and instructional standards;

- Provide real time assistance, support and professional development where needed.

IMPROVE

Goal II: Improve Human Capital

Each district employee and department has a direct impact on the success or failure of students. Whether you manage the money, drive the bus, cook the food, answer the phones, or stand in the front of the classroom. Each employee's contribution affects the reputation and results of the district. With that in mind, it is imperative that we recruit the very best, retain the very best, and train to be our very best. To this end, OCSD5 is committed to improving human capital in every school and every department.

ACTION

Human capital will improve as OCSD5…

- Strengthens teacher recruiting, selection, and staffing policies to attract top talent;

- Builds leadership capacity in administrators and other staff members across the district;

- Establishes accountability measures for all employees based on established goals and objectives of the position;

- Evaluates staff members based on an assessment model that clearly identifies and aligns the district goals with their individual role in the organization;

- Establishes district wide systems and non-negotiable standards for all levels in the organization that contribute to the successful implementation of the Five-Year Strategic Plan;

- Holds all employees accountable for their work.

IMPROVE

Goal III: Improve Resource Management

In order to maximize financial efficiency, resources must be appropriately allocated. Primary resource allocations should directly impact students in the classroom. It is encumbered upon the finance department and the school community to work hand in hand to determine needs and formulate plans to address them.

ACTION

Effective school districts…

- Build easily accessible and accurate data systems for district wide use in academic and business departments;

- Initiate an annual zero based budget protocol to allow opportunities to review financial resources that are matched with district goals that have been identified in the Five-Year Strategic Plan;

- Establish a process to monitor, evaluate and communicate changes in the district wide budget forecast if changes occur in state or national funding;

- Prioritize spending goals across the district and align them with student learning goals.

IMPROVE
Goal IV: Safety Above All Else

The district will work with schools, parents and the community to develop and implement specific actions that ensure the safety and security of every student and employee. We will enforce a zero-tolerance for bullying and violence. It is imperative that the community is secure in knowing that our schools provide a safe environment at all times.

ACTION

Effective school districts…

- Develop a safety and security manual for schools and facilities based on emergency preparedness procedures;

- Review, evaluate, and upgrade all security monitoring systems at district facilities;

- Develop and adopt a Zero Tolerance policy for individuals who threaten the safety and security of our schools; the policy will be strictly enforced and implemented across the school district;

- Review, evaluate, upgrade and adopt a Code of Student Conduct to guide our collective response to student behavioral issues;

- Work with local law enforcement entities to develop procedures that will assist us in providing a safe and secure environment for students, employees and the community at large.

INCLUDE

What do we do to engage all OCSD5 constituencies?

A world-class school system unequivocally recognizes that involving all segments of the system's community is an important factor in achieving and maintaining its successes. Every stakeholder's input is valued in OCSD5. We realize that our schools are microcosms of our communities. We further realize the very students that we educate today will be our community leaders tomorrow. Moreover, we hold fast to the mantra, "It takes a village to raise a child". Likewise, it takes a village to create a world-class school system. Community mores, culture, history, and traditions inform and influence our ways of thinking, planning, and communicating our values, mission, and beliefs.

WORLD CLASS LEARNING

INSTRUCT · INFORM · INTERVENE · IMPROVE

INCLUDE

- Engage all OCSD5 Constituencies: Board, District Personnel, Students, Parents, "Bootstraps," Business Partners, OCSD5 Community at-large
- Create and Maintain Specific Community Engagement Opportunities
- Communicate with OCSD5 Constituencies

Engaging all constituencies provides the opportunity for the greater OCSD5 community to come to know the district – its programs, personnel, students, challenges, hopes and successes. It provides opportunities to establish and nurture relationships that may well benefit both the district and the community. Engaging various constituencies also serves to provide opportunities for them to model various types of community service to the students.

The Teaching and Learning Domain, **INCLUDE**, is guided by three goals:

I. Engage all OCSD5 constituencies;

II. Create and maintain specific community engagement opportunities;

III. Communicate with OCSD5 constituencies.

INCLUDE

Goal I: Engage all OCSD5 Constituencies

The primary purpose of teaching and learning is fulfilled most poignantly under the guidance of a world-class teacher; however, this purpose is made whole with the inclusion of many others. They are the various district constituencies – individuals and groups present in the immediate and larger community. They possess rich experiences, knowledge, skills and resources, which in turn can enhance world-class teaching and learning. They are looked upon not merely for how they might add to teaching and learning, but equally how our work will benefit them. The fruit of the district's work, preparing well-informed and responsible citizens who will be active and productive members of society, surely benefits everyone. A well educated student will positively impact the quality of life of any community.

Being a world-class school system, OCSD5 includes among its constituencies:

- Board of Education members;
- District personnel (district and school level faculty and staff members);
- Students;
- Parents and extended family;
- BOOTSTRAPS participants (faith based communities);
- Community residents with no school age children (retired, no children, etc.);
- Health and Social Service Agencies;
- Businesses/Business owners;
- Political, social, community leaders;
- Higher Education institutions;
- Etc.

ACTION

Effective school districts…

- Set aside specific times each month to include meetings with teachers, students, community, civic, church, political and business leaders to discuss issues relevant to the district;
- Develop methods to increase mentoring and tutoring opportunities for community members;
- Adopt more effective and varied communication structures and practices to engage external and internal stakeholders;
- Create opportunities between various school-district partners such as, Economic Development Corporation, Chamber of Commerce, elected officials, higher education leaders, clergy and business partners to engage all entities in the success of the Orangeburg Consolidated Five school system;
- Prepare and distribute a weekly newsletter that includes a calendar of activities for the week;
- Utilize multiple channels that leverage new and traditional media to ensure wide and authentic reach to different audiences.

INCLUDE

Goal II: Create and maintain specific community engagement activities

Specific community engagement activities represent a thoughtful consideration of what is needed to assist in the district's mission, and how various constituencies may be effective partners in this endeavor. They are organized, focused and objective-driven turning "good ideas" into action. They provide the structure for everyone involved to gauge and assess their effectiveness.

ACTION

OCSD5's community engagements activities are…

- Defined and decided upon collaboratively;
- Specific and focused to meet needs and objectives;
- Organized to facilitate action;
- Designed to foster "good-will" and a sense of "belonging" to the district to enhance academic achievement for the students and community at-large;
- Structured and act as gauge to assess their effectiveness.

INCLUDE

Goal III: Communicate with OCSD5 constituencies

INCLUDE challenges the district to maintain regular, open and informative communication with its constituencies. Through ongoing communication the district is able to keep all constituencies abreast of its latest developments, successes and challenges. It allows the district a prime opportunity to let all constituencies know that their involvement makes a difference and is valued.

A world-class school system communicates with its constituencies because their participation is an important element in the district's success.

ACTION

An effective school system communicates by…

- Demonstrating its appreciation for and encouragement to its supporters and partners;
- Delivering a message that "It takes a village" to achieve and maintain world-class status;
- Hosting community, district, school, and parent meetings;
- Publishing a regularly scheduled and distributed district newsletter;
- Providing an "open-door" policy;
- Making use of available media outlets to "spread the good word."

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