BEFORE INSTRUCTION – CLARIFY LEARNING TARGETS AND PLAN

Essential Question: What do students need to know, understand, and be able to do?

Strategy:	Action(s):	Support/Strategies:
Define Mastery, the connection to the standards, and demonstrate the broader purpose and/or skill. Teachers develop challenging, standards-based, rigorous, learning targets. Teacher Rubric Connection: QS 1, Element A; QS III, Element G,	• Learning objectives are: consistently connected to what students have previously learned, (b) know from life experience, and (c) are integrated with other disciplines • Expectations for students are clear, demanding, high, and are a knowledge or skill.	Link to Colorado Academic Standards by grade level/content area Instructional Objectives Learning Objectives vs. Activity Statements Reference the following external resource for additional information: Article: "Know Where Your Students Are Going" by Robyn Jackson ***Coaching/Self-Reflection Questions*** • How will I prioritize which standards to teach (e.g., complexity, highly-tested, most challenging for students to master, district plan for instruction) in this lesson or unit? • How will I create learning objectives appropriate for my students aligned to the unit of study and standards? • How will I plan for and implement review of previously learned concepts or skills in my lessons? • How will I ensure the instruction and student activities align to the learning objective(s) and criteria for student mastery? • How will I decide what is appropriate to differentiate for this lesson? • How will I plan to accommodate students' individual interests and needs? • How do I collaborate with school staff to ensure my planning and instruction support the needs of all students and align with the approved curriculum? • How will I create opportunities for students to reflect on their strengths and next steps regarding their learning? • How will I determine criteria for mastery of standards and student outcomes? • How will I communicate the criteria for mastery to students?

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Strategy:	Action(s):	Support/Strategies:
Design Standards-based units/lessons Teachers design units and lessons with challenging, standards-based learning targets using district-adopted curriculum. Teachers develop lessons that reflect the interconnectedness of content areas/disciplines. Teacher Rubric Connection: QS II, Element D; QS III, Element G	Instructional plans include: • Measurable and explicit goals aligned to state content standards. • Pre-assessment has been provided to determine student's academic readiness or level. • Activities, materials, and assessments that are aligned to standards, sequenced from basic to complex, build on prior knowledge, and are relevant. • Plans provide for accommodation of individual student needs • Address different modalities for learning, problem solving and critical thinking.	Article: "Differentiated Instruction in the English Classroom Content, Process, Product and Assessment" by Barbara King-Shaver and Alyce Hunter provides resources for getting to know one's students and suggestions for how to manage a differentiated classroom that can be helpful for teachers of all content areas. Specific suggestions are included for middle and high school English classes. *Reference the following external resources for additional information:* Article: "Ten Ways to Integrate Curriculum" by Robin Fogarty describes different models teachers may use for making interdisciplinary connections for students. Article: "Integrating Curriculum Planning Wheels Turn Curriculum Around" published by ASCD describes how a group of teachers in Maryland uses a planning wheel to make interdisciplinary connections for students. *Reference the following internal resources for use in identifying student needs:* Determining Your Learning Preference Characteristics of Learning Preferences

Strategy:	Action(s):	Support/Strategies:
		BEFORE INSTRUCTION – CLARIFY LEARNING TARGETS AND PLAN **Essential Question: What do students need to know, understand, and be able to do?**

Strategy:	Action(s):	Support/Strategies:
		Interest Inventory for Students Learning Styles and Interest Inventories ***Coaching/Self-Reflection Questions*** • How will I identify students' interests, learning styles and strategies, and academic readiness in order to differentiate? • How will I plan for a variety of instructional methods during a lesson? • How will I differentiate the content for students while ensuring students have access to grade-level material? • How will I continually monitor student readiness? • How will I use my knowledge of students to develop appropriate grouping arrangements? • How will I provide opportunities for students to make choices about the resources and materials they will use? • How will I support students in identifying how they learn best? • How will I determine if my differentiation is effective? • How will I identify the key concepts to be emphasized in a lesson? • How will I ensure the key concepts are emphasized in a lesson? • How will I make connections between key concepts and powerful ideas within the content? • What connections will I make between the content being taught and other content areas?

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Strategy:	Action(s):	Support/Strategies:
Develop Success Criteria and Performance tasks Teachers develop performance tasks or success criteria that guide and measure student mastery of challenging, standards-based content knowledge and skills. Teacher Rubric Connection: QS 1, QS III, Element E; QS III, Element H	• Assessment plans are aligned with state content standards • Measure student performance in more than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, etc.) • Require written tasks • Collect samples of student work and analyze it with a common protocol.	Article: "Seven Keys to Effective Feedback" by Grant Wiggins Guiding Questions for the Development of Criteria *Coaching/Self-Reflection Questions* • How will I involve students in monitoring their learning? • What criteria will I use in developing or selecting assessments for my lesson? • What types of assessments will I use to monitor student learning? • At what points in the lesson will I check for student understanding? • How will I vary the methods I use to check for student understanding? • How will I modify the checks for understanding in order to accommodate the needs and interests of individual students? • How will I ensure that students receive actionable feedback that is timely and specific? • How will I teach/model for students how to use feedback?

DURING INSTRUCTION – Ensure Effective Classroom Practice		
Essential Questions: What will students know and be able to do?		
How will we know if they have learned it?		
Strategy:	Action(s):	Support/Strategies:
Communicate and model clear learning targets Teachers model these targets and what constitutes mastery with regard to product, performance and/or process. Teacher Rubric Connection: QS 1, Element A; QS III, Element G,	• Learning objectives are: consistently connected to what students have previously learned, (b) know from life experience, and (c) are integrated with other disciplines • Expectations for students are clear, demanding, high, and are a knowledge or skill. • The learning goal is referenced throughout the lesson • Students can relate the goal of lesson when asked	Reference for additional information: Article: "Are you tapping into prior knowledge often enough in your classroom?" Questioning: Questions can be a powerful review activity when they are used to assess student learning from previous lessons. Summarizing: A brief summary of previous learning experiences can help students know what to expect and how the lesson activities connect to previous learning and unit goals. A summary may consist of connecting a series of lessons to unit goals or academic standards for viewing how concepts or skills have been scaffolded for student mastery. KWL Chart Lesson Plan Template

DURING INSTRUCTION – Ensure Effective Classroom Practice Essential Questions: What will students know and be able to do? How will we know if they have learned it?		
Strategy: Develop a positive classroom culture and practice effective management. Teachers develop a positive classroom culture that promotes individual student learning, and encourages academic risk-taking. Teachers collaborate with students to create effective management procedures and routines to insure a safe, respectful environment. Teacher Rubric Connection: QS II, Elements A-B and F.	Action(s): • Sets high and demanding expectations for every student. • Encourages students to learn from mistakes. • Instructional time is optimized • Teacher-student interactions demonstrate caring and respect for one another. • Rules for learning and behavior are established. • Demonstrates consistency with management strategies.	Support/Strategies: Article: "Creating a Climate of Respect" by Jonathan Cohen, Richard Cardillo, and Terry Pickeral Article: "Building Community in the Classroom" by Ellen Booth provides practical ideas for how to build a community in the classroom at the beginning of the school year. *Coaching/Self-Reflection Questions* • How will I ensure my classroom environment is conducive to learning? • How will I display respect and empathy for all students? • How will I support students in developing positive relationships with their peers? • How will I create an environment in which students' diverse perspectives are valued? • How will I establish nurturing and caring relationships with my students? • How will I model and teach students to respect one another? • How will I model and teach elements of respectful dialogue? • How will I provide opportunities for students to engage in respectful dialogue with one another? • How will I communicate and teach expectations for student behavior? • How will I hold students accountable for adherence to school and class rules? • How will I respond to misbehavior respectfully and appropriately? • How will I support students in monitoring their own behavior? • What procedures will need to be established to ensure instructional time is maximized? • How can I collaborate with students on the development of behavior expectations and procedures?

DURING INSTRUCTION – Ensure Effective Classroom Practice Essential Questions: What will students know and be able to do? How will we know if they have learned it?		
Strategy:	Action(s):	Support/Strategies: • How will students demonstrate that they understand behavior expectations and procedures in my classroom? • How will I maintain an environment that is safe and orderly? • How will I ensure resources are organized and accessible to all students? • How can I support students in being safe and organized? • What will I need to do to establish a learning environment in which students feel confident to take academic risks? • How can I model risk taking for my students? Strategies: Strategies For Creating A Sense Of Community Student Bill of Rights (Marzano) Feelings Flash Cards Collaboration/Cooperation Techniques

DURING INSTRUCTION – Ensure Effective Classroom Practice Essential Questions: What will students know and be able to do? How will we know if they have learned it?		
Strategy: Student Engagement and teacher knowledge of students Teachers guarantee that, throughout instruction, all students have access to challenging, standards-based curriculum that leads toward mastery. Teacher engages all students in learning so that they are developing their understanding through what they do. Teacher Rubric Connection: QS 1, Element F; QS II, Element C-D; QS III, Elements A-F	Action(s): • Consistently organizes the content so that it is personally meaningful and relevant to students. • Consistently develops experiences where inquiry, curiosity and exploration are valued. • Regularly reinforces and rewards effort. • Engages all students in class discussion. • Facilitates learning experiences that promote active learning • Displays an understanding of each student's anticipated learning difficulties. • Incorporates student interests and cultural heritage.	Support/Strategies: Accountability Strategies Document describes strategies that can provide accountability for students to respond to questions and participate in class discussions. *Coaching/Self-Reflection Questions* • How will I obtain information on my students' interests? • How will I utilize students' interests when planning lessons and materials students will utilize? • How will I encourage students to expand their learning? • How will I ensure students are acknowledged for their accomplishments? • How will I ensure the questions I ask are challenging for all students? • How will I plan for the scaffolding of questions? • How will I ensure all students are provided appropriate wait time? • How will I ensure all students participate in class activities? • How will I plan instruction and tasks that motivate students to participate? • How will I use the knowledge of specialists and colleagues to plan instruction that addresses student needs? • How will I challenge all students to learn to their greatest ability?

DURING INSTRUCTION – Ensure Effective Classroom Practice Essential Questions: What will students know and be able to do? How will we know if they have learned it?		
Strategy: **Build Disciplinary Literacy** Teacher reinforces and extends students' disciplinary literacy Teacher develops the nature of thinking in disciplines, and in reading, writing and thinking like a practitioner. Teacher Rubric Connections: QS 1, Element B, D and E; QS III, Element C and Element E	Action(s): • Develops students' content-specific academic vocabulary. • Guides students in reading of complex, content-rich, informational text and developing written responses grounded in textual evidence. • Develops students' abilities to identify what information is needed, how to organize and evaluate it, and how to synthesize and communicate it. • Models and develops in students all aspects of disciplinary thought: critical and creative thinking, reasoning, curiosity and innovation	Support/Strategies: Tips for Integrating Literacy Connection *Reference the following external resource for additional information:* Article: "The Challenge of Challenging Text" by Timothy Shanahan, Douglas Fisher and Nancy Frey, provides an explanation for what makes a text challenging with references to Common Core State Standard expectations. Article: "Realizing Opportunities for English Learners in the Common Core English Language Arts and Disciplinary Literacy Standards" by George C. Bunch, Amanda Kibler, and Susan Pimentel" explores strategies for supporting English language learning students in mastering Common Core literacy. Website: 15 ways to simplify reading texts maintained by Teflnet Website: Content Instruction for ELLs provided by Colorin Colorado! Video: Common Core in ELA/ Literacy: Shift 1: PK-5: Balancing Informational Text and Literature addresses the benefits of elementary teachers in using non-fiction texts to support students' literacy skills. Video: Common Core in ELA/ Literacy: Shift 2: 6-12: Building Knowledge in the Disciplines addresses the benefits of secondary content area teachers in using non-fiction texts to support students' literacy skills.

DURING INSTRUCTION – Ensure Effective Classroom Practice		
Essential Questions: What will students know and be able to do?		
How will we know if they have learned it?		
		Support/Strategies (continued): Website: ReadWriteThink maintained by the International Reading Association and National Council of Teachers of English provides instructional resources specific to many aspects of literacy development and instruction, including a variety of suggestions for integrating writing across the curriculum. Video: Reading Like a Historian explains how reading like a historian can support students in developing critical thinking skills while engaging in historical inquiry. ***Reference the following internal resources for additional information:*** Common Core State Standards and Critical Thinking Document explains the connections between the Common Core State Standards and critical thinking skills. Graphic Organizers/Thinking Tools Reading Strategies/Tools Classroom Examples For Each Level Document provides a specific example at each level (elementary, middle, and high) for developing disciplinary literacy

DURING INSTRUCTION – Ensure Effective Classroom Practice Essential Questions: What will students know and be able to do? How will we know if they have learned it?		
		Support/Strategies (continued): ***Coaching/Self-Reflection Questions*** - How will I integrate literacy into the content I teach? - How will I select complex texts for instructional use and for students to read? - How will I adjust content to ensure all students have access to complex texts? - How will I provide content that is relevant and addresses students' needs so that all students have access to complex texts? - How will I provide instruction that enhances students' critical thinking and reasoning? - How will I provide instruction on information literacy? - How will I develop students' literacy skills? - How will I emphasize literacy connections to other subject areas? - How will I provide opportunities for students to apply literacy skills? - How will I integrate literacy skills into lessons? - Which literacy skill(s) will need to be integrated into the lesson for students to master the learning objective? - How will I engage students in instruction that is purposeful, explicit, and systematic? - How will I provide instruction that is needs-based? - How will I identify the needs that need to be addressed in my instruction? - How will I provide instruction that is intensive and of sufficient duration to accelerate learning?

DURING INSTRUCTION – Ensure Effective Classroom Practice Essential Questions: What will students know and be able to do? How will we know if they have learned it?		
Strategy: **Guarantee Access for All Students** Teachers guarantee that, throughout instruction, all students have access to challenging, standards-based curriculum that leads toward mastery Teacher Rubric Connection: QS 1. Element F; QS II. Element D; QS III, Element A and C	Action(s): • Pre-assess students' to determine learning readiness prior to instruction • Activate students' prior knowledge in order to understand their preconceptions and further develop their background knowledge and vocabulary • Pre-teach or re-teach throughout their learning to close students' gaps in background knowledge or academic performance	Support/Strategies: *Reference the following internal resource for additional information:* Engaging Students in the Use of Multiple Representations Document provides ideas for how students may represent their learning in different content areas using multiple representations Article: "Show Us What Homework's For" by Kathleen Cushman describes how to make homework relevant based on suggestions from students. Article: "The Big Wait" by Joseph P. Allen and Claudia Worrell Allen explains how providing teenagers with relevant work can increase their motivation and interest in school. *Coaching/Self-Reflection Questions* • How will I break down concepts into instructional parts that support student learning of the content? • How will I select accurate and appropriate instructional strategies and materials to utilize for each lesson? • How will I ensure the instructional strategies utilized address student needs? • How will I plan explanations of content that are accurate, clear, concise, and comprehensive? • How will I decide what is the most important information to explain so students can master the content? • How will I engage students in a variety of explanations and representations of concepts and ideas?

DURING INSTRUCTION – Ensure Effective Classroom Practice		
Essential Questions: What will students know and be able to do?		
How will we know if they have learned it?		

		Support/Strategies (continued): • How will I engage students in inquiry methods that allow them to explore new ideas and theories? • How will I link lessons to students' prior knowledge? • How will I encourage students to make connections to prior learning? • How will I help students to link learning to experiences and their culture? • What supports will I provide to facilitate engagement? • How will I provide opportunities for students to self-select tasks that accelerate their learning?

DURING INSTRUCTION – Ensure Effective Classroom Practice Essential Questions: What will students know and be able to do? How will we know if they have learned it?		
Strategy: **Effective Questioning and a Balanced Instructional Design** Teachers strategically create a balance between providing high-quality, explicit instruction that targets high levels of rigor and engaging students in well-designed, inquiry-based activities that foster discovery and learning at various DOK levels. Teacher Rubric Connection: QS 1, Elements A-B, and Element D – F; QS III, Element E	Action(s): Questions: • Are varied and high quality; • Provide a balance of DOK • Regularly require active responses (e.g., whole class, choral response, written and shared response, etc.) Instructional Design • Models the thinking • necessary to perform rigorous tasks and performance expectations • Delivers instruction • through multiple modalities • Regularly checks for understanding • Engages students in guided, collaborative, group and individual practice with tasks at various DOK levels	Support/Strategies: *Reference the following external resource for additional information:* Article: "Inquiry-Based Instruction Explores, Then Explains" by Jeff Marshall describes the inquiry method as the explore-then-explain method and provides an example for a science lesson. Website: Concept to Classroom Workshop: Inquiry-based Learning Educational Broadcasting Company defines inquiry-based learning, describes its benefit, and provides ideas for implementation. Strategy Assigning Roles For Group Members Strategy: Phrases that acknowledge the value of students' contributions and thinking A Teacher's Words Matter Questioning Strategies *Coaching/Self-Reflection Questions* • How will I teach higher-order thinking and problem-solving skills to students? • How will I provide opportunities for students to apply higher-order thinking and problem-solving skills? • How will all students be included in individual and group activities? • How will I decide on the instructional grouping of students during a lesson? • How will I communicate to students their individual and group responsibilities? • How will I hold individual students and groups accountable? • How will I assess the learning of groups and individuals?

DURING INSTRUCTION – Ensure Effective Classroom Practice Essential Questions: What will students know and be able to do? How will we know if they have learned it?		
Strategy: **Differentiated Instruction** Teachers intentionally differentiate and develop alternatives in content, process or product to maximize learning opportunities for each student to develop understanding and mastery. Teacher Rubric Connection: QS 1, Element B and F; QS II, Element D, QS III, Elements A-D	Action(s): • Coach students to learn effectively through intentionally organized peer-to-peer instruction and flexible, fluid groupings based on students' needs • Leverage appropriate, available technologies and create structures to maximize • personalized learning • Use instructional methods and structures to maximize opportunities for student choice and flexibility	Support/Strategies: *Reference the following external resource for additional information:* Article: "Information Literacy and the World Wide Web" by Michael O'Sullivan and Thomas J. Scott provides ideas for how to support students in evaluating information on the web, including a form for this process. Examples Of How To Use Tech To Enhance Instruction Differentiation Through Bloom's Coaching/Self-Reflection Questions. • How will I plan for a variety of instructional methods during a lesson? • How will I differentiate the content for students while ensuring students have access to grade-level material? • How will I provide opportunities for students to make choices about the resources and materials they will use? • How will I determine if my differentiation is effective? • How will I decide which research-based practices to implement in my instruction? • How will I decide on the instructional approaches to use in order to individualize instruction for each student? • What technology is available for teacher and student use? • How can the use of technology enhance student learning and engagement? • How can I develop projects that require students to utilize technology in creative and innovative ways that will accelerate their learning?

DURING INSTRUCTION – Ensure Effective Classroom Practice Essential Questions: What will students know and be able to do? How will we know if they have learned it?		
Strategy: **Seeking Evidence and Advancing Learning Through Academic Feedback** Teachers strategically conduct effective classroom discussions and activities or tasks that elicit evidence of learning and progress toward mastery. Teachers advance their own learning and student learning through cycles of formative assessment. Teacher Rubric Connections: QS II, Element C – E; QS III A-C and Element H	Action(s): • Oral and written feedback to students is consistent, focused, and of high quality • Feedback supports learning target • Feedback is used to monitor and adjust instruction. • Teacher engages students in giving specific and high quality feedback to one another • Check for students' understanding with 100% student participation • Teachers conduct student observations and conferencing on a daily basis to provide individual academic feedback.	Support/Strategies: *Reference the following external resource for additional information:* Student Self-Assessment and Reflections developed by the Indiana Secondary Transition Resource Center Student Self-Assessment Document is an example of a form students may complete in order to identify their strengths and areas of need related to a project or activity. This may be utilized by the student and the teacher to monitor participation and performance. *Reference the following external resources for additional information:* Article: "Student self-assessment: The key to stronger student motivation and higher achievement" by JH McMillan & J Hearn Student Self-Assessment: The Key to Stronger Student Motivation and Higher Achievement. In the current era of standards-based education, student self-assessment stands alone in its promise of improved student motivation and engagement, and learning. Article: "Seven Keys to Effective Feedback" by Grant Wiggins describes criteria for effective feedback with examples and non-examples of effective feedback. Article: "Feedback that Fits" by Susan Brookhart describes effective feedback along with examples. Assessment of Learning Techniques (continued)

DURING INSTRUCTION – Ensure Effective Classroom Practice Essential Questions: What will students know and be able to do? How will we know if they have learned it?		
Strategy:	Action(s):	Support/Strategies: ***Coaching/Self-Reflection Questions*** • How will I utilize the results from assessments to make instructional decisions? • At what points in the lesson will I need to check for student understanding? • How will I increase mastery levels for students who master outcomes for the lesson? How will I know when students are ready for this? • How can I model risk taking for my students? • How will I plan opportunities to confer with students on their progress towards mastery of learning objectives?

DURING INSTRUCTION – Ensure Effective Classroom Practice
Essential Questions: What will students know and be able to do?
How will we know if they have learned it?

Strategy:	Action(s):	Support/Strategies:
Develop Student Ownership of Learning Teacher guides and supports students in self-regulated learning. Teacher Rubric Connection: QS 1, Element F; QS II, Element C-D; QS III, Element H	• Teachers enable students to take ownership of their learning through critical reflection Teacher encourage students to: • interpret information rather than produce it • draw conclusions and support them through writing • connect what they are learning to prior learning	*Coaching/Self-Reflection Questions* When the teacher takes the time to know students' interests and engages them in conversations on these topics, they interpret this as an indication that the teacher is interested in them and respects them. Teachers can use a variety of methods to obtain information on their students, such as: • Interest inventories • Student autobiographies • Journaling • Multiple intelligence surveys • Learning style surveys The website Text Project, Inc. offers the following acronym for helping the teacher provide relevant content (Hiebert, 2012). KNOWS document *Coaching/Self-Reflection Questions* • How will I challenge all students to learn to their greatest ability? • What opportunities will I provide for students to communicate orally and/or in writing with others? • What will be the academic language I will include in my model and instruction? • How will I ensure students are able to utilize the academic language associated with the content and the skill being taught?

AFTER INSTRUCTION – Determine Response to Instruction		
Essential Questions: What will we do when they haven't learned it?		
What will do when they already know it?		
Strategy:	Action(s):	Support/Strategies:
Analyze Student Data Teachers analyze each student's body of performance data with regard to grade-level expectations to determine gaps and identify student needs. Teacher Rubric Connection: QS III, Element B and H; QS IV, Element A	• Teacher uses assessments that are aligned to standards, sequenced, and uses data gathered to inform instructional delivery. • Teachers analyze student performance on priority standards in summative assessments to determine how students did on "must know," "should know," and "could know" standards. • Teacher participates with colleagues in collecting samples of student work and analyzing it with common protocol. • Teacher develops new assignments and activities in response to information from assessments. • Teachers refine assessment tools to maximize their potential to inform and adjust instruction.	Article excerpts from the *What Works Clearinghouse* – "Using student achievement data to support instructional decision making". Note: **Recommendation 1**: Making data part of an ongoing cycle of instructional improvement **Recommendation 2:** Teach students to examine their own data and set learning goals

AFTER INSTRUCTION – Determine Response to Instruction Essential Questions: What will we do when they haven't learned it? What will do when they already know it?		
Strategy: **Verify Access** Teachers and teacher teams examine assessment data to ensure student access to curriculum. Teacher Rubric Connection: QS II, Element D; QS III, Element G-H; QS IV, Element A	Action(s): • Teachers and teams review standards-based curriculum to ensure student access of grade-level curriculum. • Feedback from students is regularly used to monitor and adjust instruction • Teacher engages students in giving specific and high quality feedback to one another. • Teachers and teams review curriculum for appropriate types of acceleration, remediation, and/or enrichment based on students' needs.	Support/Strategies: Article excerpts from the "What Works Clearinghouse" – Using student achievement data to support instructional decision making. Note: **Recommendation 3**: Establish a clear vision for school-wide data use **Recommendation 4:** Provide supports that foster a data-driven culture within the School.

AFTER INSTRUCTION – Determine Response to Instruction Essential Questions: What will we do when they haven't learned it? What will do when they already know it?		
Strategy: **Differentiate Further** Teachers reflect on effectiveness and appropriateness of instructional practices to determine further levels of differentiation and adjust instruction, as necessary, to meet student needs based on what the data indicate. Teacher Rubric Connection: QS III, Element C - D	Action(s): • Teacher practices display understanding of each student's learning needs • Teachers re-evaluate and adjust, as necessary, to meet the individual needs of students and determine needs and areas for intervention. • Teachers identify opportunities to reteach, reinforce, or enrich the current unit or to intentionally plan for the next unit. • Teachers adjust grouping strategies for Tier 1 differentiation based on pre-assessment, formative and summative data.	Support/Strategies: Tools of Inquiry • Develop a variety of explanations and multiple representations of concepts. • Build on the skills and knowledge learned in the classroom to engage in more omplex concepts, ideas, and theories. Use a variety of inquiry tools and strategies to: • Learn content. • Understand central concepts. • Answer complex questions. • Problem solve. Routinely: • Choose challenging tasks and instructional materials. • Apply newly learned content skills to unique situations and different disciplines. • Discuss ideas and content that are intellectually challenging to them. Exemplar involving tools of inquiry Promoting student development in mathematical thinking

AFTER INSTRUCTION – Determine Response to Instruction
Essential Questions: What will we do when they haven't learned it?
What will do when they already know it?

Strategy:	Action(s):	Support/Strategies:
	• Teachers identify and plan formative assessments to monitor student learning and the effectiveness of differentiated instruction.	Promoting student development in mathematical thinking The teacher encourages students to make explicit math connections across content: • Identifies the specific math demands of their content area. • Provides learning experiences and opportunities that support the application of students' general mathematical knowledge and skills. • Uses the language of math in their teaching as appropriate. Examples of Math Across Content • Share ideas and solutions to challenging problems. • Use the language of math to talk about what they are doing. • Interpret mathematical information in ways that make it relevant to their learning. Exemplar for Math across content